DOCUMENT RESUME

ED 384 347 IR 017 220

TITLE	CNN Newsroom Classroom Guides. June 1-30, 1995.
INSTITUTION	Cable News Network, Atlanta, GA.; Turner Educational Services, Inc., Atlanta, GA.
PUB DATE	95
NOTE	90p.
AVAILABLE FROM	Gopher: ericir.syr.edu/lesson plans/CNN Newsroom Daily Lesson Plans; URL: gopher://ericir.syr.edu:70/11/Lesson/CNN
PUB TYPE	Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Cable Television; *Class Activities; Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS	CNN Newsroom

ABSTRACT

These classroom guides for the daily CNN (Cable News Network) Newsroom broadcasts for the month of June provide program rundowns, suggestions for class activities and discussions, student handouts, and a list of related news terms. Topics covered by the guides include: (1) amusement park physics, media resources and literacy, and the war in Bosnia (June 1-2); (2) the war in Bosnia, hurricanes, the new Russia, newspaper closings, South Korea, Indianapolis 500 technology, and forces of the earth (June 5-9); (3) future fabrics, clashing ideologies of Clinton and Gingrich, Iran's nuclear future, affirmative action, California caviar, marketing strategy and target markets, and aircraft and founders of flight (June 12-16); (4) defining art, ancient customs and modern marriage, Thailand elections, worldwide voting qualifications, Kenya's economy, language of international business, charting the stars, advise and consent of presidential appointments, and democracy and media (June 19-23); (5) computer simulations, Haiti's political history, Turkey returns to Islam, Islam in the world, Benetton in Cuba, U.S.-Japan trade war, vaccines and immunization, trade pact perspectives, and the Atlantis mission (June 26-30). (MAS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 384 347

CNN Newsroom Classroom Guides. June 1-30, 1995

by Turner Educational Services

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L.C. Pugliesi

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Thursday, June 1, 1995

ANCHOR DESK

Planning your curriculum for the new school year? Travel with us to New Mexico, to the Los Alamos National Laboratory 9/27-9/29. We'll consider the effects of its most notable discovery, atomic energy. Call Turner Adventure Learning today at 1-800-344-6219.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The U.N. Security Council ponders its alternatives in Bosnia.	4:45
HEADLINES	3	IN SAKHALIN, NEARLY 400 FOUND ALIVE...THREE MORE BODIES FOUND IN OKLAHOMA BOMBING RUBBLE...	1:00
NEWSROOM FOLLOW-UP	4	Yucatan lake bed may hold key to mystery surrounding the disappearance of the Maya.	:45
THE ECOLOGY	5	Gardeners are using certain plants as a way to entice wildlife.	2:45
DID YOU KNOW?	6	...some Florida woodpeckers have pecked holes in the space shuttle DISCOVERY?	:30
SCIENCE DESK	7	Ohio students discover the "ups" and "downs" of physics in an amusement park.	2:25
OUR WORLD	8	Michigan 8th grader wins first place -- and $25,000.00 -- in the National Geography Bee.	:45
CLOSE	9		1:20

EDITOR'S NOTE: TODAY'S NEWS TERMS

Boutros Boutros-Ghali U.N. Security Council Yucatan Maya
life cycle pesticide defoliate National Geography Bee

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for class-room use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: PEACEKEEPING IN BOSNIA

1. What four options is the U.N. Security Council considering for Bosnia-Hercegovina? Have students discuss each option, then, project the political climate in Bosnia this time next year based on each option the Security Council could choose. Ask: Which option/options seems/seem to promise the most successful outcome one year hence? Explain.
2. Have students consider the following question: In a shooting war, how successful can a "peacekeeping" force be expected to be? Lead a discussion of students' expectations of a U.N.-led enforcement unit and their perceptions of its possible effectiveness. Ask: In your opinion, how could this force be made to be more effective? Should it be? Why/Why not?

EXTENSION: Challenge groups to design a Planetary Police Force and consider what that unit would need to function, e.g., staffing, financing, materials, training. From where might this unit derive its authority? Who will police the police? In a mock "security council" session have student representatives review all the plans then (a) choose one, (b) combine the best aspects of several or (c) vote to abandon the entire concept.

THE ECOLOGY: BUTTERFLIES

3. What kinds of gardens are the most typical? Can you name any unusual gardens? Ask students to describe gardens they have tended and encourage an expression of their feelings and opinions about gardening. What did they grow? What do they find the MOST and LEAST appealing about gardening?
4. According to the video, what flowers attract butterflies? Have students conduct research into the sensory capabilities of butterflies. What attracts butterflies to specific flowers? Have students search magazines, seed catalogues and other sources for pictures of the kind of flowers that attract butterflies. Create a display that links specific flowers with specific kinds of butterflies.
5. In small groups, have students gather usual and unusual facts to share about the life and habits of different kinds of butterflies. Each group should be prepared to "teach" a unit on one specie and include in its presentation an illustration of the butterfly's life cycle.

OUR WORLD: NATIONAL GEOGRAPHY BEE

6. Assist students in conducting their own classroom or school-wide "Geography Bee." Have them vote on what format they would like for the contest, as well as who is to be included, who will judge answers, etc. Allow "contestants" to assist each other in preparing by researching geographical facts. Present an award/certificate to the winner and arrange for recognition in the local or school newspaper.

June 1, 1995 (3)

AMUSEMENT PARK PHYSICS DESK:

1. BEFORE VIEWING: Have you ever taken an amusement park ride? Which attractions did you ride? How did they feel? Why do you think they felt that way?

2. AFTER VIEWING: Explain what gravity is. What role does gravity play in generating the excitement of a theme park ride? How do the rides simulate the experience of space travel?

3. Have students review and discuss the application of Newton's 1st, 2nd and 3rd Laws of Motion, listed on the STUDENT HANDOUT (pg 4). Then ask: If a roller coaster is started, then the power is cut off and no brakes are applied, what will happen to the motion of the roller coaster cars? Challenge students to answer by invoking and proving the terms of Newton's three Laws of Motion.

4. What is inertia? Group students to demonstrate this. Give each group a glass, a playing card and a penny. Have students place the card on top of the glass and the penny on top of the card. Students should take turns trying to remove the card so that it flies out from under the coin and the penny drops into the glass. Ask groups to determine how this experiment demonstrates inertia. What happens if the card is removed slowly? How does this also demonstrate inertia? How do inertia and gravity speed and slow the course of a roller coaster? Discuss.

5. Distribute the HANDOUT. As a class, discuss the itemized terms and have students complete each definition. If necessary allow students time to research each term. Then have each student pick one of the terms and devise an experiment that models how this physical phenomena is either utilized or overcome on any chosen amusement park ride. Have students demonstrate their work and critique each other's.

6. In groups, have students design their own roller coasters. They may draw, plan or make a 3-D model from cardboard and toothpicks. Display designs and ask groups to explain how their design uses the laws of physics to build a thrilling ride, each part of the roller coaster complementing the next. Have the class vote for the three most thrilling designs they would like to see installed in the nearest amusement park.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

gravity G's velocity "butterfly sensation" NASA free fall

```
*****  **    **    *
*      *  *  *  *  *
*      *   * *   * *
********    **    **
```

STUDENT HANDOUT: AMUSEMENT PARK PHYSICS

DIRECTIONS: Choose one amusement park ride (those in the video are good examples). Then fill in the table below by defining each term in your own words and describing its effect when used on that ride.

AMUSEMENT PARK RIDE:_____

TERM	DEFINITION	HOW IS THIS FORCE DEMONSTRATED ON YOUR CHOSEN RIDE?
Centrifugal Force		
Gravity		
Inertia		
Motion		
Weight		

Choose one term above and devise an experiment that shows how this physical phenomenon is either utilized or overcome on your chosen ride. Demonstrate your experiment for the class.

APPENDIX: SIR ISAAC NEWTON'S THREE LAWS OF MOTION

1. An object at rest will remain at rest and an object in motion will remain in motion at a constant velocity unless an unbalanced force acts upon it.
2. Force = Mass x Acceleration
3. For every action, there is an equal and opposite reaction.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Hurd, McLaughlin, Bacher, Silver. PHYSICAL SCIENCE. Englewood, NJ: Prentice Hall. 1988.

BEST COPY AVAILABLE

Friday, June 2, 1995

ANCHOR DESK

****

* All aboard for a journey on the superhighway! Turner Adventure *
* Learning is heading out to New Mexico 9/27-9/29. We'll visit the*
* Los Alamos National Laboratory to probe black holes, robotics, *
* atomic energy, DNA mapping and much more. Call 1-800-344-6219. *

****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Police have arrested a suspect in the burning of a racially-charged high school.	3:05
HEADLINES	3	CALIF. GOVERNOR WILSON SIGNS BAN ON AFFIRMATIVE ACTION...	1:00
BOSNIA WAR/ EDITOR'S DESK	4	CNN NEWSROOM presents the latest developments in the War in Bosnia and the search for victims of an earthquake in Russia.	4:30
NEWSDATE	5	On this date...1924...1946...1986...	:30
AT ISSUE	6	Your tap water may appear clean but is it really safe to drink?	2:40
OUR WORLD	7	The 1995 U.S. Spelling Bee Champion is...	1:00
FUNKY FRIDAY FILE	8	The typical human body has five million hairs, 100,000 of them on the scalp.	:30
CLOSE	9		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

Randolph County High School arson Black Panthers indictment
EPA contaminants parasite water-borne pollutants tap water

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

TOP STORY: MAN CHARGED IN BURNING OF ALABAMA HIGH SCHOOL

1. What incident led to racial tensions at Randolph County High School a year ago? What happened to the school building shortly thereafter? Who has been charged in the crime?
2. How might this latest development heighten racial tensions at Randolph County High? If you were a student there, how might you attempt to calm frayed nerves? Pose these questions to groups of students. Have each group brainstorm a list of at least five recommendations they would make to ease racial tensions in this school and town. Have groups share, discuss and evaluate each others' suggestions.

WAR IN BOSNIA/NEWSQUIZ

3. Review the several ingredients comprising a typical drama and have students give examples of each. Distribute the NEWSQUIZ (pg 4). Tell students to think of the Bosnia conflict as a "drama" and, based on coverage on this week's NEWSROOM, have each student complete the QUIZ. Responses will vary.

MEDIA LITERACY

4. Brainstorm a list of media resources they could use to find information and ask them to share their experiences. How well do they think they know what is available? Distribute the HANDOUT (pg 3) to small groups and challenge students to find the answers to questions posed. Each response must include the source the student used and applicable publication/broadcast dates and page numbers. When they've completed their searches, have students share and compare their information. Encourage students to search all unfamiliar sources.

AT ISSUE: HOW SAFE IS YOUR WATER?

5. Why are some environmentalists warning that the tap water in many U.S. cities may not be safe? What contaminants were found in drinking water across the U.S.? Explain why some industry experts say that cleaning water "is about the bottom line." Do you agree with this assessment? State your rationale.
6. What are the potential benefits and drawbacks of (a) little or no government regulation of air and water and (b) strictly enforced, tough federal air and water standards? Have each student choose one of the two scenarios and, through research, determine the pros and cons of that condition. Share findings. Ask students to state specific examples of either extreme. Ask: Is there a "happy medium" between lack of vigilance and overregulation when it comes to protecting the environment? Discuss.

OUR WORLD: NATIONAL SPELLING BEE

7. Secure a list of the words most commonly spelled incorrectly; quiz students to see how many they can spell correctly. Plan a "Spelling Awareness Day" where, at any time, a student from your class may approach another and have him/her spell one of these words. Have students keep track of the number of words spelled correctly and present an award to the "Best Speller."

June 2, 1995 (3)

MEDIA LITERACY: YOU FIND IT!

DIRECTIONS: How well do you think you know media resources? Test your knowledge by finding the answer to the questions relating to stories on this week's CNN NEWSROOM. You must indicate the source you used and include dates and page numbers where applicable.

Where could you find...

1. A recent map of Bosnia?

2. The names of nations providing peacekeeping troops in Bosnia and how many?

3. A sampling of opinions on U.N. involvement in Bosnia by citizens whose nations have committed peacekeeping troops? (Quote 2 sample opinions. Use reverse side, if needed).

4. The countries comprising the 5 permanent members of the Security Council? Name them: _____

_____.

10 non-permanent members? Name 5: _____

_____.

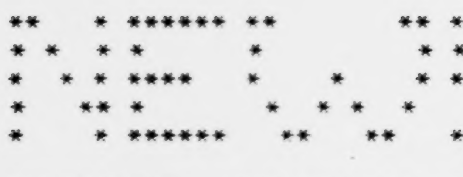
Positions held by 3 of the non-permanent members on U.N. involvement in Bosnia?

NATION: POSITION: SOURCE:

5. The 4 top grossing films in 1994:

FILM:	$
_____	_____
_____	_____
_____	_____
_____	_____

6. Statistics on the incidences of fetal alcohol syndrome in the U.S.? Give sample.



06/02/95 (4)

BOSNIA
DRAMA

DIRECTIONS: The "drama" in the former country of Yugoslavia has endured for so long and has become so complicated it takes a "playbill" to keep track of the action. First, write a brief statement giving background information on the conflict. Then, fill in the "dramatic" spaces below as it relates to the Bosnia conflict.

BACKGROUND:

SETTING:

DRAMATIS PERSONAE:

Countries: _____

_____

_____

Individuals: _____

_____

PLOT "TWISTS":

Now YOU write the next act:

```
******   ***     ***     *                    Monday, June 5, 1995
*       *  *    *  *    *
*       *   *   *   *   *
*       *    * *    *  *
**********     ***     *** ANCHOR DESK _____________________________
```


****
* Looking for a way to discover cyberspace this fall? Travel with *
* Turner Adventure Learning on an electronic field trip to the Los *
* Alamos National Laboratory 9/27-9/29. Student orientation and *
* teacher training make the journey easy! Call 1-800-344-6219. *
****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	What's to become of United Nations peacekeepers in Bosnia-Herzegovina?	7:05
HEADLINES	3	DEATH TOLL REACHES 1000 IN RUSSIAN QUAKE... FLORIDA COAST BRACES FOR FIRST HURRICANE...	1:30
FYI	4	...Here are some hurricane terms and tips.	1:00
NEWSDATE	5	On this date...1967...1968...	:30
FUTURE DESK	6	A high-tech process has made glass something to look at, not just through.	2:35
CHECK IT OUT!	7	Bats invade an Australian town!	:30
CLOSE	8		1:05

EDITOR'S NOTE: TODAY'S NEWS TERMS

hostage vulnerable F-16 humanitarian convoy exclusion zone mandate "Mogadishu line" Tuzla "quick response force" Claudio Cesar "Chroma-screen" "Chroma-fusion" laminated

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: WAR IN BOSNIA

1. Why did western allies agree to create a "quick response force" to deal with the Bosnian War? In what way is the mission of this force "unclear"? According to the video, the line between peacekeeping and enforcing is blurring rapidly. What does this mean? Do you think it is possible to re-establish these objectives? State your rationale.
2. Should the U.N. pursue a more aggressive role in Bosnia, one beyond peacekeeping? Have students respond to this question in a class discussion. Then challenge each student to write a brief essay responding to one of these quotes:
   a. from a senior Clinton administration official: "UNPROFOR is fundamentally a small, vulnerable peacekeeping force in over its head." --OR--
   b. from Russian Foreign Ministry Spokesman Grigory Karasin: "The way out is political wisdom and restraint on both sides."
3. Help students clarify for themselves the complicated situation in Bosnia. Distribute the STUDENT HANDOUT (pg 3) to groups and have them define the terms and names as they relate to Bosnia. Encourage students to refer to media sources for assistance. Ask each student to express in writing or in graphic form any viewpoint about the Bosnia conflict, using or depicting at least one-third of the terms. Display any art work and share aloud some of the written expressions.

HEADLINES/FYI: HURRICANE ALLISON

4. Distribute the HANDOUT (pg 4) to students. As a class, review the background information on hurricanes and their formation. Challenge groups of students to create models, diagrams or maps of a hurricane depicting its start as a tropical wave and ending with its landfall. Display group work.

FUTURE DESK: ART GLASS

5. What change in perspective did Claudio Cesar's concept inspire at Du Pont? Ask students to
   a. name other examples of the marriage of art and technology that have spawned new industries and
   b. suggest others that they would like to see created or produced.
6. In what innovative ways is glass used locally? Divide the class into small work groups. Replay this segment of the video and have them take notes on the way Mr. Cesar's concept is used. Then challenge each group to locate and record several examples of the use of glass-as-art in architecture and/or in business or community settings. Groups should photograph or draw each example and annotate each graphic with an explanation of the function the glass serves in that setting.

June 5, 1995 (3)

STUDENT RESOURCE: BOSNIA GLOSSARY

DIRECTIONS: The terms/names shown below appear regularly in news reports and discussions of the crisis in Bosnia. In your group, define each term/name and its association with this crisis.

UNPROFOR:

NATO:

---

ethnic cleansing:

"safe areas":

"no-fly zone":

Slobodan Milosevic:

Sarajevo:

Radovan Karadzic:

THE CONTACT GROUP:

Serbia:

Croatia:

Bosnia:

STUDENT RESOURCE: HURRICANES

In the tropics, cyclonic storms can develop into the most destructive of storms. In the Atlantic waters, such storms are called hurricanes. In the western Pacific they are called typhoons. Globally, the word "cyclone" or "hurricane" is frequently used for any wind that blows more than 75 miles (121 kilometers) per hour.

Hurricanes are characterized by very strong winds and torrential rains; severe thunderstorms and waterspouts are embedded in the storm system. After a hurricane "makes landfall," there is an uneasy calm as the eye passes overhead. Within an hour or two, however, the eye moves on and the opposite side of the storm hits, bringing with it additional destructive winds and heavy rain. Storm surge, similar to a tidal wave, is another dangerous phenomenon associated with hurricanes. The storm surge is a wall of water created by the storm's high winds and by variations in air pressure. This surge often is responsible for coastal flooding and loss of life among inhabitants and livestock.

When hurricanes are first formed within the tropical belt such as in the West Indies, they move west with the trade winds. As with all great air movements in the Northern Hemisphere, however, they are deflected to their right by the earth's rotation, a phenomenon called "recurving." Then they cross the Caribbean Sea and may move into the Atlantic Ocean, sometimes crossing land first.

Well-known signs often help forecast the onset of the hurricane. First come dull red sunsets, caused by a thin haze of clouds. The air becomes hot and humid. The barometer is high and the wind dies. There is a growing swell on the sea. As the storm draws closer, the barometer drops suddenly, signaling a rapid change from high to low pressure. A rain cloud rushes from the horizon. The deluge begins.

Hurricane season officially begins June 1, when meteorologists believe tropical conditions begin to favor formation of these storms. The storms are "named" in alphabetical order. "Allison" is the first official hurricane this season. The other names will be:

Barry	Gabrielle	Luis	Roxanne
Chantal	Humberto	Marilyn	Sebastien
Dean	Iris	Noel	Tanya
Erin	Jerry	Opal	Wan
Felix	Karen	Pablo	Wendy

----------CNN NEWSROOM: RELIABLE RESOURCES----------

"Hurricane Names," The Associated Press, CNN NEWS, 5/29/95.
COMPTON'S ELECTRONIC ENCYCLOPEDIA, America Online, 6/5/95.

Tuesday, June 6, 1995

ANCHOR DESK

****

* This year, back to school means the fun is just about to begin. *
* Join Turner Adventure Learning on six electronic field trips. *
* First stop is the Los Alamos National Laboratory in New Mexico, *
* Sept. 27-29. Registration is easy! Call 1-800-344-6219. *

****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	U.S. Pres. Clinton defends his policy on Bosnia, in spite of European criticisms.	5:10
HEADLINES	3	HURRICANE ALLISON HITS FLORIDA PANHANDLE...	:40
TAKING CARE OF BUSINESS	4	IBM is attempting to buy Lotus Software Development Company.	:30
NEWSQUOTE	5	...on the theory of communism from Karl Marx and Friedrich Engels...	:30
INTERNAT'L DESK	6	The "New Russia" gets into the spirit of capitalism.	2:55
AROUND THE WORLD	7	Could Cuba become the newest member of the OAS?	:40
OUR WORLD	8	Cuba's young people prepare for the future.	2:50
NEWSDATE	9	On this date...1944...1982...	:30
CLOSE	10		1:30

EDITOR'S NOTE: TODAY'S NEWS TERMS

isolationism ground troops humiliation leadership credibility
communist propaganda socialist flexible atheist reforms

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for class-room use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: WAR IN BOSNIA

1. According to Pres. Clinton, what are the objectives of the U.S. in dealing with the Bosnian crisis? Why do you think he has ruled out sending ground troops to Bosnia? Do you AGREE or DISAGREE with this decision? Explain.
2. In what way has Bosnia been a "humiliating" experience for the western Allies? According to the video, who do many European leaders blame for "dropping the ball"? Why?
3. How do some European diplomats evaluate the Clinton Administration's leadership in this crisis? What is their rationale?
4. Divide students into groups. Ask each group to consider Pres. Clinton's political dilemma regarding the Bosnian War and the options he has available as both Commander-in-Chief and Head of State. Have groups share their ideas with the class. Which options are most/least appealing to (a) the Western Allies and (b) U.S. voters? Why? If you were a presidential advisor, what would you recommend Mr. Clinton do? Discuss.
5. What is isolationism? Have students search their texts and other resources for examples of U.S. isolationism. With what specific circumstances or events was each instance tied? Share findings, then have students use this information to predict possible consequences of U.S. isolationism regarding Bosnia.

HEADLINES: HURRICANE ALLISON

6. What causes a hurricane to lose strength when it makes landfall? What other dangerous weather can occur once the storm reaches land? Have students work in groups to
   a. research these and other interesting hurricane facts,
   b. share their work,
   c. compile and edit their findings into a "Hurricane Fact Book" and
   d. present the final product to the school librarian.

OUR WORLD: YOUNG CUBANS PREPARE FOR THE FUTURE

7. How is the Communist Party attempting to perpetuate its existence among young Cubans? What evidence is there that some students are less interested in clinging to Cuba's past? Explain how their call for flexibility has generated changes in Cuba's government.
8. Have students search their texts and other resources to learn about the conditions that brought Fidel Castro to power. What did his brand of socialism promise Cubans? Share findings and discuss why many young Cubans appear to be looking outside the Communist Party for answers to their nation's problems.
9. Divide the class into groups. Have each choose one aspect of Cuba to research -- government, economy, education, society -- for a report. After all reports have been presented, generate a discussion about how the demands of the 21st century might force changes in each area. Ask: If you were a student in Cuba, what kinds of reforms might you favor, and why?

```
*****  *     *  *****  **  *
  *    * *   *    *     *  *
  *    *  *  *    *        *
  *    *   * *    *        *
*****  *    **    *        *
```

***** DESK: THE NEW RUSSIA

1. BEFORE VIEWING: Discuss and define the terms "capitalism" and "socialism." List examples of countries past and present that illustrate the differences between these systems.

2. AFTER VIEWING: Describe the current state of the Russian economy. What evidence does the video present to indicate that a middle class is beginning to emerge? What is meant by the term "middle class"? Compare/contrast it to other classes.

3. In groups, research one theoretician on social/economic class systems, such as Plato, Hobbes, Locke, Rousseau, Marx. According to that writer/philosopher, what are the main divisions in a society and on what are they based? What effect does the existence of this class structure have on society and on individuals? Each group should prepare social class "primers" outlining its theoreticians' main ideas. Reconfigure groups so that all theories are represented in each. The new groups should discuss the different theorists and their ideas. Which theories most apply to societies today? Explain.

4. How do different cultures define "the good life"? Have groups choose a country/culture and search its media -- advertising, publications, popular culture -- for depictions of "the finer things in life." What are the images of success in that culture's media? Have groups create collages/multimedia presentations on "the good life" to present and explain to the class. Discuss: How much variation do students note among countries' depictions of success? How do students account for similarities and/or differences?

5. Provide groups with copies of the HANDOUT (pg 4) and have them research the economy of Russia "then" (under Communism) and "now" (as depicted in today's INTERNATIONAL DESK). Groups should focus on the lifestyle areas listed on the HANDOUT and explain how that aspect of the economy operated during each time period. Groups should also indicate the impact of economic policies on the daily lives of Russia's citizens in each lifestyle area. Have groups present their findings and comment on the changes they perceive between "then" and "now." Are the changes positive? negative? Explain.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

middle class consumerism "the finer things in life" capitalism

STUDENT HANDOUT: RUSSIA THEN & NOW

DIRECTIONS: Research the Russian economy "then" (Communist/Socialist era) and "now" to determine how it operated, how it has changed and what this has meant in Russians' daily lives. "Lifestyle" categories are listed below to guide your inquiry and space is provided for an additional topic you may discover during your research. Prepare to share your results with your classmates.

RUSSIA "THEN"	LIFESTYLE ASPECT	RUSSIA "NOW"
	SHOPPING/CONSUMER GOODS: CONTROL, AVAILABILITY & ACCESS	
	ENTERPRISE & OWNERSHIP OF BUSINESS	
	ENTERTAINMENT & LEISURE ACTIVITIES	
	SOCIAL CLASSES/ HIERARCHY	

In what areas do you perceive the greatest change? Are the changes noted above positive? negative? Explain.

Date: Thu, 6 Jul 1995 10:08:08 -0400

Subject: Jun 07 Classroom guide

```
******   ***     ***     *                    Wednesday, June 7, 1995
*       *  *    *  *    *
*       *   *   *   *   *
*       *    *  *    *  *
**********     ***     *** ANCHOR DESK _____________________________
```

****
* The future is coming to America's classrooms this fall! Join us *
* as Turner Adventure Learning explores the National Laboratory at *
* Los Alamos 9/27-9/29. Students will unravel the mystery of black*
* holes, atomic energy, DNA mapping and more! Call 1-800-344-6219.*
****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The volatile topic of U.S. flag desecration sparks debate and requests for an amendment to the U.S. Constitution.	3:20
HEADLINES	3	BOSNIA RELEASES 108 PEACEKEEPERS...POLICE FILE MURDER CHARGES AGAINST SHOKO ASAHARA...	1:00
TAKING CARE OF BUSINESS	4	Billboards at sporting events are included in bans on televised cigarette advertising.	:45
BUSINESS DESK	5	Although still a profitable industry, newspapers face declining circulation.	2:40
DID YOU KNOW?	6	Norman Thagard has broken the U.S. space endurance record of 84 days...	:40
AROUND THE WORLD	7	A new generation of South Koreans exercises its right...to have fun.	4:55
CLOSE	8		:55

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

Bill of Rights amendment desecration "bumper sticker slogan"
demographics circulation Seoul demonstrations Rodeo Drive

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: FLAG DESECRATION AMENDMENT

1. What does "desecration" mean? Why are some people supporting a constitutional amendment to prohibit desecration of the U.S. flag? What reasons do others give for their opposition?
2. How many times has the U.S. Constitution been amended? By what processes can this occur? Have students search their texts and other resources to find the different ways of amending the U.S. Constitution. Which methods have been used? Which ones have not? Divide students into groups and ask each to decide on an issue some people would like to see as an amendment. Challenge each group to demonstrate, in diagrammatic form, the most likely route for that amendment to become a part of the Constitution. Why is amending the Constitution a complicated task? Discuss.

BUSINESS DESK: NEWSPAPER CLOSINGS

3. According to the video, what are some reasons why big city newspapers are losing readers? What effect, if any, did professional sports strikes have on overall circulation? How are some newspapers able to make more money in this market?
4. How does the closing of a newspaper affect a community? Distribute the HANDOUT (pg 3) to groups. Instruct students to read the directions and briefly state how having one newspaper in your city would affect each item listed. Have groups share their responses. Discuss the economic and political effects of a newspaper "monopoly."

AROUND THE WORLD: SOUTH KOREA'S YOUNG GENERATION

5. Describe South Korean youth as depicted in the video. What are their interests and concerns? How similar/different do they seem to be to people of the same age in your country?
6. Have groups research South Korea's "growing wealth." What are the mainstays of the economy and the sources of that wealth? Who benefits from this economic growth and in what ways? Have groups share their findings. As a class, compile an economic profile for South Korea citing its main imports, exports, trends, strengths and weaknesses.
7. How is this generation in South Korea different from the previous one? Distribute copies of the RESOURCE (pg 4) to groups to read about South Korea's history since WWII. Which of the events described would today's university students have experienced or remember? Which events would have occurred during their parents' youth? Have groups compare/contrast the experiences of the two generations. How might different economic and political experiences affect each generation's outlook and priorities?

EXTENSION: Have groups write two diary entries: one from a student of today and one from a student of 20 years ago. What ideas, concerns and experiences would each student relate? Have groups read their "diaries" to the class.

```
***** *   * ***** ***** *     * ***** ***** *****   June 7, 1995 (3)
*   * *   * **      *   * *   * *     **    **
****  *   *  ***    *   *  *  * ***    ***   ***
*   * *   *    **   *   *   * * *        **    **       THE FINAL
***** ***** ***** ***** *     * ***** ***** ***** DESK:  EDITION
```

DIRECTIONS: Suppose you lived in a town that had two local newspapers. If you were to wake up one morning to find that one of the publications had gone out of business, how would it affect life in your community? Briefly state how having only one newspaper in town could affect each of the following. Be sure to consider all issues regarding the economy and accessibility of information.

1. People who want to sell their houses via classified ads:

2. Grocery store chains that advertise extensively in the paper:

3. Coverage of local news (which stories get coverage and why?):

4. Moviegoers who read local critics' reviews before choosing a movie:

5. People who like to read the editorial pages:

6. Employers who want to hire people through classified ads:

7. Voters who read the newspapers' endorsements before casting their ballots:

Present your ideas. Discuss the negative economic and political effects of a newspaper "monopoly." Are there any economic or political reasons why a one-newspaper community is a good idea? State your rationale.

STUDENT RESOURCE: SOUTH KOREA: A RECENT HISTORY

In 1945, following Japan's defeat in World War II, Korea was liberated and then divided as part of a wartime agreement: Soviet troops occupied the area north of the 38th parallel and U.S. troops occupied the land to the south. Negotiations to reunify Korea three years later were fruitless. When the U.N. called for nationwide elections, only the south participated. The Republic of Korea was established in the south in 1948 with the election of President Rhee. Later that year a Communist regime, the Democratic People's Republic of Korea, was established with Kim Il Sung as its premier.

In 1950, the Soviet-equipped army of North Korea invaded South Korea and, thus, began the Korean War. The U.N. voted to aid South Korea: most of the troops sent to repulse the North Koreans were from the U.S. Communist China entered the war to support North Korea. The 1953 truce placed the border at approximately its prewar location.

The war left South Korea with a feeble economy: industrial and agricultural production was crippled. The government was both weak and unstable. Rhee was ousted in 1960 and a military junta seized power in 1961. General Park Chung Hee, one of the junta leaders, was elected president in 1963. Under Park, South Korea experienced rapid economic growth. He was reelected in 1967 and 1971. In 1972, Park declared martial law, banned all political activity and dissolved the National Assembly, the country's legislative body. A new constitution, the Yushin Constitution, was adopted giving Park nearly unlimited powers. He was reelected in 1972 and 1978 but was assassinated on October 26, 1979.

Although the interim president, Choi Kyu Hah, restored civil rights to political dissidents, a return to democracy required constitutional reform. In 1980, Chun Doo Hwan was elected president and in 1981 voters approved a new constitution limiting presidential powers. Still, tens of thousands of Koreans held, at times, violent protests against the constitution in 1986 and 1987. Specifically, protestors opposed the constitution's electoral college system of selecting a president. An amended constitution providing for direct popular election was approved in a national referendum in 1987.

In 1988, President Roh Tae Woo called for political dialogue, trade relations and sports, cultural and humanitarian exchanges between the North and South. The U.N. approved membership applications for both North and South Korea in 1991.

----------CNN NEWSROOM: RELIABLE RESOURCE----------

"KOREA HISTORY: Recent Times." Compton's Encyclopedia. Downloaded from America Online, 6 June 1995.

Date: Thu, 6 Jul 1995 10:08:14 -0400

Subject: Jun 08 Classroom guide

CNN ANCHOR DESK

Thursday, June 8, 1995

****
* What's on the Turner Adventure Learning agenda this fall? We *
* will journey into the future and back in history to investigate *
* black holes, atomic energy, robotics and more. T.A.L. is going *
* to the Los Alamos National Laboratory. Call 1-800-344-6219. *
****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	U.S. President Clinton uses his veto to reject Congress's spending cuts.	3:50
HEADLINES	3	ARKANSAS GOV. JIM TUCKER INDICTED...U.S. SENATE PASSES ANTI-TERRORISM BILL...U.S. CONGRESS QUESTIONS MILITARY ON BOSNIA...	1:30
SCIENCE DESK	4	The Hubble telescope captures on film the explosive birth of a new star.	:30
SCIENCE DESK	5	On-board computers help satisfy the Indy 500 racers' need for speed.	3:05
CHECK IT OUT!	6	An 11-year-old uses hieroglyphics to win Campbell's "Art of Soup" contest.	:45
OUR WORLD	7	Two hundred thousand young environmentalists are a formidable "force."	2:55
DID YOU KNOW?	8	June 12-17 is the U.S. Post Office's National Dog Bite Prevention Week.	:45
CLOSE	9		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

recision — veto — override — line-item veto
Earth Force — environmental activism — "message-sending"

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: PRESIDENT CLINTON USES VETO POWER

1. Why has President Clinton used his power to veto a bill for the first time in his presidency? How are Republican Congressional leaders responding to his action?
2. Pose this question to the class: What is the difference between a veto and a line-item veto? If students are unsure, have them use their texts and other resources to find the answer, then share their findings. Discuss the concept of checks and balances among the three branches of the federal government. If you were a member of the opposition majority party in Congress, would you want the president to have a line-item veto? Why/Why not? Discuss.
3. How might the current budget process become a focal issue of the 1996 Presidential Campaign? Divide students into two groups, one the Committee to Re-elect Pres. Clinton and the other the Republican National Committee. Have each use facts from this budget debate to create a two-minute television ad designed to get its political message across to the voters. Have each committee perform or, if possible, videotape and present its ad. Discuss what "holes" voters might find in the arguments presented by both sides.

OUR WORLD: EARTH FORCE

4. What is "Earth Force"? List some of its activities. Why do its members have "more at stake in preservation" than some other groups working toward similar goals?
5. Provide groups with copies of the HANDOUT (pg 4). Each should choose one area of environmental concern to research (water pollution, endangered species, deforestation), explain the problem and give evidence of its existence. Next, have them examine and record the actions taken by government, environmental organizations and individuals to address the problem. What have they done in the past and what should they do in the future? Have groups share their results. Discuss and evaluate the responses to the problem so far. What else can/should be done? By whom?
6. According to the video, a key aspect of the "Earth Force" campaign is "message-sending." Brainstorm to list methods activists, like "Earth Force" members, use to communicate to government and to segments of society. Discuss each option. Under what circumstances and to what audiences would that method be most effective? Which options are readily available to students? Explain.

EXTENSION: Challenge groups to "send a message" about the environment by targeting one audience and using an appropriate communication method to reach that audience. Have groups share their "messages" with the class.

INDY
DESK: TECHNOLOGY

1. BEFORE VIEWING: How can you tell if a car is having a mechanical problem? What indications of a problem are based on the driver's knowledge of a car? Which indications are provided courtesy of technology?

2. AFTER VIEWING: Why are some race cars equipped with a series of "black boxes"? What is the role of this network? In what way is the engine control module much like the electronic "heart" of the car? What happens to the information that the engine control module receives?

3. What are sensors? How do they work? Have students work in groups to find and diagram an example of telemetry in any device. Have groups present their diagrams and explain, in simplest terms, how the sensors in their chosen mechanisms convey information. Conclude with a class discussion comparing sensors in mechanical devices to the human senses.

4. Racing has been responsible for several features that are now standard on many passenger cars. Have each group of students (a) search for at least one auto ad that describes the car's features and (b) conduct research to find out which of those features were products of the racing industry. Have groups share their findings.

5. Divide students into groups. Instruct each group to review the SCIENCE DESK segment and list as many applications of physical science as they can. Students will want to note examples of inertia, different kinds of energy, uses of heat, etc. Have groups share their examples. Then challenge each group to choose one of these applications and devise a simple experiment to illustrate its principles.

6. Is modern racing more an exhibition of driver skill, or is it better described as "he who has the best machine wins"? Should the car be an extension of the driver, or could it eventually become an autonomous "creature," capable of "self-control"? Challenge students to write science fiction short stories that address these ideas. Have the class vote on the best two stories and give awards to their authors.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

sensor Indy 500 The Brickyard "data acquisition geek"
telemetry ignition engine control module pits "black box"

STUDENT HANDOUT: FORCES FOR THE EARTH

DIRECTIONS: Part I. Research one area of environmental concern. Give evidence that a problem exists and explain in the box below why it is worthy of people's attention.

DEFINING THE PROBLEM:

Part II. Research the attempts to address the problem. Record actions the government, organizations and individuals have taken in the past and offer specific suggestions on what their future roles should be. Prepare to share these with your class.

SOLVING THE PROBLEM:		
GOVERNMENT	ORGANIZATIONS	INDIVIDUALS

Date: Thu, 6 Jul 1995 10:08:19 -0400

Subject: Jun 09 Classroom guide

Friday, June 9, 1995

*** ANCHOR DESK

****

* So you want to continue the excitement of summer vacation into your fall science classes? You'd better register for the next electronic field trip from Turner Adventure Learning. We're going to Los Alamos 9/27-9/29. Call 1-800-344-6219. *

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	U.S. pilot downed 6 days ago escapes from Bosnia in a dramatic daylight rescue mission.	7:00
HEADLINES	3	FORMER BASEBALL GREAT MICKEY MANTLE RECEIVES LIVER TRANSPLANT	1:00
EDITOR'S DESK	4	President Clinton uses first veto to block cuts in social programs; Congress to debate proposed flag desecration amendment.	2:20
CHECK IT OUT!	5	A Washington State family got a backyard surprise.	:45
THE ECOLOGY	6	A wildlife artist's realistic paintings have earned him awards -- and accolades -- from both conservationists and hunters.	2:10
CLOSE	7		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

Scott O'Grady	Operation Deny Flight		Bihac	transplant
hepatitis	fiscal year	desecration	realism	anatomy

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: U.S. PILOT RESCUED IN BOSNIA

1. Why has Pres. Clinton called Scott O'Grady "an American hero"? How did U.S. Marines rescue Capt. O'Grady? How was this rescue mission both physically and politically dangerous?
2. Divide the class into small groups. Have each brainstorm a list of things a person could do to survive in the wilderness. Consider basic needs like food and water and shelter, as well as psychological well-being and what a person could do to attract attention and be rescued. Have groups share ideas. Contact the Public Affairs Officer at a local military installation and arrange for a visit by a military person who has taken survival training. Ask the officer to explain what he/she learned and what others can learn from Capt. O'Grady's experience.

EDITOR'S DESK/NEWSQUIZ

3. Distribute the NEWSQUIZ (pg 4). Have students read and follow the directions in order to come up with the correct news "topic" for each series of "keywords" (set of clues). ANSWERS: 1-peacekeepers; 2-Hurricane Allison; 3-bats; 4-earthquake; 5-newspapers; 6-Fidel Castro; 7-Lotus Corp.; 8-flag; 9-veto; 10-Scott O'Grady. After checking their answers, have students search recent media resources to create some new "topics" and challenge other students to come up with related "keywords."

THE ECOLOGY: WILDLIFE ARTIST

4. How would you describe Kalon Baughn's job? Why does he strive to portray "the animal and its environment"? What does Mr. Baughn mean when he says he "feels both sides of the issue"?
5. Challenge students to embark on a survey of ways that human beings portray the animal kingdom. Working in groups, have students locate examples of animals in art. Groups will want to search diverse art forms such as animation, illustrations, newspaper cartoons, movies, photographs, etc. Have each group share its examples and discuss each perspective.

MEDIA LITERACY

6. Discuss ways political parties and interest groups place a "spin" on their interpretation of an event in order to cast it in the best light possible for their own interests. Have students give examples. Distribute a copy of the HANDOUT (pg 3) to each student. Ask students to search media sources and choose a story involving at least two factions or interest groups. Each student should search several media sources to discover all the parties involved and how each party interprets the facts to present its position. Have students who chose the same story compare interpretations.

June 9, 1995 (3)

MEDIA LITERACY: WHAT DOES IT MEAN?

DIRECTIONS: President Clinton vetoed the Republican-sponsored bill aimed at balancing the budget this week. How will the veto affect his bid for renomination? Depends on who you ask. Interest groups and factions put a "spin" on an event to cast the most favorable light on their position. Choose a current national or world issue and review media sources for how the factions/interests groups interpreted any action taken. Record the name and position of each faction below.

STORY/ISSUE: _____

_____

_____

FACTION/GROUP	"SPIN"/POSITION

Which group has made the most compelling argument for its position? Explain on the reverse side, citing direct statements from media sources.

DIRECTIONS: If you were searching a database, you might use certain "keywords" to find information about a specific subject. Each set of "keywords" below relates to a topic covered on this week's CNN NEWSROOM. Using the "keywords" as your clue, identify the news topic they are describing.

	KEYWORDS:	TOPIC:
1.	hostages, Bosnia, U.N.	_____
2.	storm, Florida panhandle	_____
3.	Mataranka, Australia, invasion	_____
4.	rescue, Sakhalin Island, disaster	_____
5.	circulation, decline, business	_____
6.	Cuba, leader, communism	_____
7.	software, buyout, IBM	_____
8.	desecration, U.S. amendment	_____
9.	Clinton, power, budget	_____
10.	U.S. pilot, Bosnia, rescue	_____

Check your answers. Using media resources from the past week, come up with several topics. Challenge other students to create a series of "keywords" for each.

Monday, June 12, 1994

ANCHOR DESK

Rendezvous with a colony of living robots? Absolutely, and that will be just the beginning of our next TAL adventure to the Los Alamos National Laboratory 9/27-9/29. Call 1-800-344-6219 to join us!

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	An historic meeting takes place between U.S. Pres. Clinton and House Speaker Gingrich.	3:30
HEADLINES	3	ONE YEAR ANNIVERSARY OF SIMPSON/GOLDMAN MURDERS...RESCUED U.S. PILOT RETURNS...	1:30
AROUND THE WORLD	4	The Colombian government is offering an award for information about a bombing...	1:30
TAKING CARE OF BUSINESS	5	What started out as IBM's hostile takeover of Lotus has ended up as the largest buyout in the history of the software industry...	:30
FUTURE DESK	6	Researchers are working on new ways to make cotton a better fabric.	4:00
DID YOU KNOW?	7	Greenpeace is the largest environmental organization in the world.	:30
THE ECOLOGY	8	Is the basking shark disappearing?	2:10
CLOSE	9		:35

EDITOR'S NOTE: TODAY'S NEWS TERMS

Bill Clinton Newt Gingrich New Hampshire dialogue Medicare
polyester cotton fibers basking shark marine biologist

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: CLINTON/GINGRICH MEETING IN NEW HAMPSHIRE

1. What was the setting for yesterday's historic meeting between President Clinton and House Speaker Gingrich? Why did this choice of meeting places fuel speculation about the political aspirations of both leaders? Do you think this meeting was wise, politically, for the President? for the Speaker? Explain.
2. On which issues do the President and Speaker agree? On what do they disagree? Distribute the HANDOUT (pg 4) to students in groups. Have each group use its resources to learn about each leader's views on the issues listed, briefly stating their findings. When finished, have all groups share their findings and compare the fundamental philosophical differences between Mr. Clinton and Mr. Gingrich. How would students describe the political ideology of each? In what way did the discussion yesterday help to "frame the agenda" for the '96 Presidential Campaign? Discuss.

FUTURE DESK: ENHANCED COTTON

3. What are the advantages and disadvantages of cotton? Describe core wrap cotton. To what extent is it an improvement over natural cotton and permanent press cotton?
4. Distribute copies of the HANDOUT (pg 3). Have groups
   a. research one synthetic (or synthetically enhanced) fabric and record data on its manufacture, uses, strengths, weaknesses, etc., on the HANDOUT;
   b. share their information and demonstrate one of the fabric's "positives" with a sample swatch/item;
   c. design a fabric of the future using the best features of existing fabrics; and
   d. choose a name for their fabric and suggest possible uses.

THE ECOLOGY: VANISHING SHARKS?

5. Why are some experts worried about the basking shark's future? List ways humans "harass" sharks. How certain are researchers that the basking shark is in trouble? Explain.
6. Research the ways scientists study animals and keep track of their numbers (e.g., tagging, radio collars, observation). Ask: How does each method work and what are its strengths and limitations? Have groups find specific examples of species monitored in these ways. Discuss: Which species are easiest to study and why? Which monitoring systems are most reliable? Explain.

EXTENSION: Have groups focus on one species about which little is known, like the basking shark. Groups should create a display presenting what is known about the species and posing some of the as-yet-unanswered questions. What advances in monitoring methods could help clear up these mysteries?

June 12, 1995 (3)

DESK: FUTURE FABRICS

DIRECTIONS: Part I. Research one synthetic fabric. Use the grid below to record information about its content and manufacture, uses, the natural fabric it replaces and its advantages and disadvantages.

FABRIC NAME:		
CONTENTS/PROCESS:	USES:	NATURAL FABRIC(S) IT REPLACES:
ADVANTAGES AND STRENGTHS:	DISADVANTAGES AND WEAKNESSES:	

Part II. Bring an item made of your fabric to class. Share your research and use the sample to illustrate the fabric's uses and strengths.

Part III. Using the best features of the synthetics presented by the class, design your own fabric of the future. Describe its properties and uses. What would you call it?

STUDENT HANDOUT: CLINTON AND GINGRICH: A CLASH OF IDEOLOGIES

DIRECTIONS: At the end of yesterday's historic meeting between President Clinton and Speaker Gingrich, it could be said the participants "agreed to disagree." On what points do they disagree? Use resources to find out how each would describe his philosophy or view on each issue below. Record your findings in the appropriate spaces.

MR. CLINTON'S PHILOSOPHY	ISSUE	MR. GINGRICH'S PHILOSOPHY
	EDUCATION	
	FEDERAL BUDGET CUTS	
	GUN CONTROL	
	WELFARE REFORM	
	CRIME & PUNISHMENT	
	THE U.S. ROLE IN BOSNIA	

Based on your research, how far apart are these two leaders in their political ideologies? In what way did their meeting help to "frame the agenda" for the 1996 Presidential Campaign?

Date: Thu, 6 Jul 1995 10:08:31 -0400

Subject: Jun 13 Classroom guide

```
******   ***     ***     *                    Tuesday, June 13, 1995
*       *  *    *  *    *
*       *   *   *   *   *
*       *    *  *    *  *
**********     ***     *** ANCHOR DESK _____________________________

*************************************************************************
*  How will you make DNA and elements of scientific discovery more      *
*  relevant to teaching?  Connect your students to the Los Alamos       *
*  National Laboratory this fall and introduce them to scientists,      *
*   researchers and other experts online.  Call 1-800-344-6219.         *
*************************************************************************
```

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The U.S. Supreme Court deals a major defeat to supporters of affirmative action.	5:25
AROUND THE WORLD	3	The U.S. and North Korea reach an agreement on North Korea's nuclear program...	:30
INTERNAT'L DESK	4	The international community is concerned about nuclear technology in Iran.	3:25
DID YOU KNOW?	5	...that South Africa has 11 official languages?	:20
FORGOTTEN HERO	6	Cheeky Watson "crossed the line" 20 years ago and changed the hearts and minds of many South Africans along the way.	3:45
CLOSE	7		:50

EDITOR'S NOTE: TODAY'S NEWS TERMS

affirmative action Sandra Day O'Connor Clarence Thomas dissenter
John Paul Stevens minority preference 1964 Civil Rights Act
quotas legal ethics apartheid Cheeky Watson boycott

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for class-
room use with CNN NEWSROOM

Curriculum materials by
Teachable Tech, Inc.

TOP STORY: U.S. SUPREME COURT DEALS A BLOW TO AFFIRMATIVE ACTION

1. Explain the Supreme Court decision regarding Randy Pech. What is the significance of this ruling?
2. Have groups research the Civil Rights Act of 1964. What were its goals? How was it implemented then and since? Have groups pool their findings. As a class, discuss/evaluate the progress made in civil rights since 1964. Students should scrutinize and critique both the original objectives and the ways they have been put into action. In what areas has the greatest success been achieved and why? Where is there room for improvement? Explain.
3. Brainstorm a list of terms related to affirmative action, such as quotas, level playing field, set-asides, etc. Assign groups a few terms each to research and define the denotative and connotative meanings of the terms. Is each term invoked more frequently by opponents or proponents of affirmative action? Why? Have groups share their definitions and explain the terms' connotations in the media and political arena. Compile a class affirmative action glossary and add entries/updates as appropriate.
4. Distribute copies of the HANDOUT (pg 4) to students in groups and have them interpret/explain the quotes/responses to the Supreme Court ruling and to affirmative action. What is each speaker saying? Based on the quote, what is his/her position on affirmative action and why? Share interpretations in a class discussion. Challenge students to work independently to write persuasive essays on affirmative action using one or more of the perspectives expressed on the HANDOUT. Invite students to voice their opinions by reading their essays aloud.

FORGOTTEN HERO: A RUGBY PLAYER CROSSED THE BARRIER OF APARTHEID

5. Discuss Cheeky Watson's decision to play rugby in the black townships. What caused him to do it? What advantages and opportunities did he sacrifice as a result?
6. According to the video, Cheeky Watson's decision was "not in vain." Discuss the meaning of this phrase and ask: Do you agree with this comment? Explain.
7. Have groups research the role of sports in race relations and
   a. use resources to locate examples of teams and individual athletes who accomplished important "firsts" or who otherwise captured the public's attention and focused it on tolerance, diversity, racial/gender equality;
   b. select one athlete/team and write a profile explaining his/her accomplishments and the effect these had on the public's imagination; and,
   c. share their profiles, along with photographs or film clips if available.

DESK: IRAN'S NUCLEAR FUTURE

1. BEFORE VIEWING: Locate Iran on a world map. With what other nation has it been involved in a recent military conflict?

2. AFTER VIEWING: When was the nuclear plant shown in the video originally built? What has happened to the plant since? Why are the Russians helping to rebuild it? According to Iranian authorities, what is the purpose of this plant?

3. Why are some members of the world community concerned about the rebuilding of Iran's nuclear power plant? Are nuclear power facilities in developing nations monitored? If so, by whom? Have students work in groups to find out how the international community "keeps tabs" on nuclear projects in developing countries and share their findings.

4. Iranian authorities vigorously defend the plant's construction, saying their country, like others, should have the right to develop alternative energy sources for the future. What other energy sources could the Iranians consider? Have students work in groups to
   a. research the geography of Iran, learning about its natural resources as well as its ability to develop them;
   b. share their data;
   c. choose another source of energy -- natural gas, oil, coal, solar -- and conduct additional research to determine whether that source might be a possible energy source for Iran; and,
   d. present their cases for/against the energy sources they researched.

   In class, review the possibilities and have students consider whether they think the world community should be concerned about Iran's intentions regarding this plant.

5. Secure political maps of the six inhabited continents. Have each group choose one or more of the maps and search to find out which nations on their maps (a) have nuclear capability and (b) are developing this technology. Have groups color the "A" nations blue and the "B" nations red and share their maps. Each group should circle regions of international conflict on its maps. As a class, review these areas and discuss how the introduction of nuclear technology in the near future could further complicate each situation.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

reactor investment Iran-Iraq War Islamic Revolution reserves

PERSPECTIVES ON
STUDENT HANDOUT: AFFIRMATIVE ACTION

DIRECTIONS: Part I. Read the following responses to the U.S. Supreme Court's ruling on Adarand Construction and to affirmative action in general. On a separate sheet, interpret and explain each speaker's position. Research unfamiliar terms/concepts as needed.

FROM REUTER'S NEWS SERVICE, 12 June 1995:

"...a racial paternalism exception to the [constitutional] principle of equal protection."
--Clarence Thomas, U.S. Supreme Court, on unfettered affirmative action

"...whenever you get promoted in your job, people just assume it's because of affirmative action and not because you're qualified."
--Candace Gregory, California firefighter

FROM BUSINESS WIRE, 12 June 1995:

"This is a momentous victory for equal opportunity...the High Court's message is clear: Equality cannot be achieved through a system of discrimination; justice cannot prevail by perpetuating injustice."
--Anthony T. Caso, Dir. of Litigation, Pacific Legal Foundation

FROM PRNEWSWIRE, 12 June 1995:

"Minority set-aside programs have been critical to the ability of minority business to gain access to government contracts--business which, before the advent of affirmative action, was reserved exclusively for white-owned companies."
--Earl G. Graves, Publisher/CEO of BLACK ENTERPRISE MAGAZINE

"This is a severe blow to affirmative action and the minority business community. While the [Supreme Court] ruling is not a complete shut down, it opens the door for others to challenge the affirmative action programs already in place, those that provide minority businesses with the opportunity to enter the marketplace on a level playing field."
--John Robinson, Pres./CEO, National Minority Business Council

Part II. Use an argument or perspective expressed above as the basis for a persuasive essay on affirmative action. Be prepared to share your essay with the class.

Date: Thu, 6 Jul 1995 10:08:35 -0400

Subject: Jun 14 Classroom guide

Wednesday, June 14, 1995

ANCHOR DESK

****

* Put away the beakers and the protective eye wear for a moment! *
* Join TAL for a brand new lab experiment this fall on a journey *
* to the Los Alamos National Laboratory 9/27-9/29. Call Turner *
* Adventure Learning at 1-800-344-6219 to register today! *

****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	U.S. Pres. Clinton unveils his plan for a balanced federal budget.	3:10
HEADLINES	3	BOSNIAN SERBS RELEASE 26 PEACEKEEPERS...	1:00
HEADLINES	4	BOSNIAN GOVERNMENT TROOPS MAKE GAINS IN AN ATTEMPT TO RETAKE SARAJEVO...	2:25
TAKING CARE OF BUSINESS	5	Labor Secretary Reich wants the private sector to help the Summer Jobs Program.	1:00
BUSINESS DESK	6	California's newest cash crop is coming along swimmingly.	2:15
DID YOU KNOW?	7	Denim cloth was first woven in France around A.D. 300...	:30
THE ECOLOGY	8	One answer to saving the planet may be as simple as changing your jeans!	3:00
CLOSE	9		:55

EDITOR'S NOTE: TODAY'S NEWS TERMS

national debt surplus "red ink" balance middle class
denim recycle scraps fibers environmentally-friendly

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: PRES. CLINTON'S BUDGET ADDRESS

1. Why did President Clinton come forward with his own plan to balance the budget? Why do you think some of his closest aides thought this might not be a good political move? Do you agree or disagree with their reasoning? Explain.
2. How were the President's ideas received by Republican Congressional leaders? Why did some members of his own party criticize him?
3. Divide students into groups. Have them use today's TOP STORY video and other media resources to list the ways that the budget proposals offered by President Clinton and the Republicans differ.
   a. Have groups share their lists. Then divide each group into two sides and direct one side to act as supporters of the President's budget and one to act as supporters of the GOP budget.
   b. Instruct each group to try to work out a compromise budget between the two sides.

   Afterwards, have each group discuss the process. On a smaller scale, how did students' compromises compare to what is likely to happen between the President and Congress? Were there any points on which group members could not agree? How does politics further hamper the compromise process? Discuss.
4. After having groups of students research the political pitfalls of a balanced budget, challenge each group to create an editorial cartoon illustrating Pres. Clinton's "budget woes." During each cartoon presentation, have the rest of the class analyze it and interpret its meaning.

HEADLINES: BOSNIA BUILDUP

5. Why are Bosnian government troops surrounding the city of Sarajevo? What do authorities mean when they say the city "cannot survive another winter"? Is this military action the only option left for the Bosnian government? Explain.

THE ECOLOGY: RE-USED DENIM

6. Explain how denim scraps have become an environmental concern. Why do you think the process for this latest attempt at recycling is such a closely-guarded secret?
7. Do you think consumers would purchase environmentally-friendly jeans? Would consumers be willing to pay a higher price, if necessary, to protect the environment? Help students construct a brief survey that addresses these and similar concerns about consumer preference for environmentally-friendly wear. Have students collect random samples, collate their data then, as a class, analyze the findings. Based on students' data, is there a market for environmentally-friendly clothes? Discuss.

```
***** *   * ***** ***** *     * ***** ***** *****        06/14/95 (3)
*   * *   * **      *   * *   * *     **    **
****  *   *  ***    *   *  *  * ***    ***   ***
*   * *   *    **   *   *   * * *        **    **          CALIFORNIA
***** ***** ***** ***** *     * ***** ***** ***** DESK:     CAVIAR
```

1. BEFORE VIEWING: Ask students: Are there any products that you associate with "upscale" markets? List students' responses and have them state whether they have eaten/used any of these products.

2. AFTER VIEWING: What is caviar? Are there several kinds? How much does caviar cost? Have you ever eaten any? Discuss the potential impact to the local and national economy of domestic caviar. What are the advantages to "home-grown" white sturgeon?

3. What circumstance has created an opening for a caviar industry in the United States? Ask a volunteer to point out the Caspian Sea on a world map. What countries are most likely affected by the diminution of caviar production? Challenge students in small groups to conduct research into the economies of these nations to determine how much of their economy is dependent upon caviar production. Groups should illustrate their findings in a pie graph.

EXTENSION: What local or national industries could be affected in the same manner, due to environmental or poor management practices? Lead a class discussion about what could be done to aid the survival of a potentially affected industry.

4. Ask students: What kinds of risks are involved in trying to create a new industry? Replay this segment and have students point out elements of risk in this business venture. What steps would students take to insure some measure of success?

5. How do businesses determine their potential markets? Distribute the HANDOUT (pg 4) and, as a class, read the directions. Make sure students understand the distinction between "mass market" and "target market." On completion, share findings. What do students think is the target market for caviar? Ask students to state what they believe to be the characteristics of the typical caviar-consumer. Write these on the board. Divide the class into small "marketing firms" and ask them to design an ad campaign that would broaden the base of the caviar market in order to insure the viability of the new U.S. industry.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

caviar white sturgeon world class breed stock overfishing

STUDENT HANDOUT: TARGET MARKET

DIRECTIONS: Businesses use a "mass market" strategy to market their products if they think that all segments of the population have characteristics that are similar enough to not need more than one ad campaign. Some products, however, are clearly earmarked for a specific segment of the population, or "target market."

Search media for examples of ad campaigns that address both types of markets and record your findings. Spaces have been left blank for you to add other kinds of "target markets" not shown below.

MASS MARKET

Product:	Brand Name:
_____	_____
_____	_____
_____	_____
_____	_____

TARGETED MARKET

Age Group:	_____	Gender:	_____
Product:	_____	Product:	_____
Urban:	_____	Ethnic:	_____
Product:	_____	Product:	_____
_____:	_____	_____:	_____
Product:	_____	Product:	_____

Date: Thu, 6 Jul 1995 10:08:39 -0400

Subject: Jun 15 Classroom guide

```
******   ***     ***     *                    Thursday, June 15, 1995
*       *  *    *  *    *
*       *   *   *   *   *
*       *    *  *    *  *
**********     ***     *** ANCHOR DESK _____________________________

**********************************************************************
* Planning your curriculum for the new school year?  Travel with us*
* to the Los Alamos National Laboratory 9/27-9/29.  We'll consider *
*  the effects of its most notable discovery, atomic energy.  Call *
*  Turner Adventure Learning for details today at 1-800-344-6219.  *
**********************************************************************

                          DAILY NEWS BRIEFING
```

Title	#	Program Rundown	Time
OPENING	1		:40
TOP STORY	2	Does "John Doe #2," a suspect in the Oklahoma bombing case, really exist?	3:15
WAR IN BOSNIA	3	Presidents Clinton and Chirac urge diplomacy to solve Bosnia's problems; Capt. Scott O'Grady has advice for kids.	1:15
G-7 SUMMIT AGENDA	4	Political, as well as economic, issues are on the minds of G-7 leaders this week.	2:50
NEWSQUOTE	5	"They shall mount up with wings as eagles." ---The Holy Bible, Isaiah 40:31.	:20
SCIENCE DESK	6	While much has changed in aeronautics since the Wright Brothers, one thing has not.	3:00
TAKING CARE OF BUSINESS	7	Rock band Pearl Jam will have to do business with Ticketmaster after all...	:30
ARTISTRY IN ACTION	8	Artist Robert Rauschenberg's "Tribute 21" reflects the challenges of the 21st century.	2:10
CLOSE	9		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

John Doe G-7 IMF global issues summit Robert Rauschenberg

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for class-room use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: OKLAHOMA CITY BOMBING INVESTIGATION

1. Why does it appear that "John Doe #2" does not exist? According to Timothy McVeigh's attorney, how does this latest development affect the case against his client?
2. Arrange for a student from another class, or a person your class does not know, to deliver a "message" to you during class. In advance, ask that person to spend about 2-3 minutes with you when he/she delivers this message (without speaking). Then instruct the person to leave.
   a. After the "messenger" leaves, ask your students to break into groups. Have each group (without consulting the others) describe the messenger in writing and sketch an accurate likeness of the person.
   b. Reconvene the class. Have groups share their descriptions and drawings.

   What does this experience demonstrate about the confusion surrounding "John Doe #2?" Do students think they could accurately describe to police a person who stood next to them for a brief time in a store or other public place? Discuss.

G-7 SUMMIT AGENDA

3. Which nations are G-7 members? What is the purpose of this group? What recent political and economic issues have rendered the G-7 "powerless," in the opinion of some observers? What global issues currently confront these leaders? Do they have solutions to any of these problems? Explain.
4. Divide the class into groups. Have each (a) choose a G-7 nation to represent and (b) conduct research to determine and list the most pressing economic issues facing that nation. Share the lists and discuss common areas of concern. Generate a class discussion of global economic trends -- positive and negative -- and what the industrialized nations could do to promote or reverse these trends.

ARTISTRY IN ACTION: ROBERT RAUSCHENBERG'S "TRIBUTE 21"

5. Describe Robert Rauschenberg's art. What themes are evident in his "Tribute 21"? Direct students to create works of art in any medium that reflect what they perceive as the challenges of the next century. Display the work and invite viewers.

****
* TEACHERS: CNN NEWSROOM and the NEWSROOM GUIDE continue through- *
* out the summer! Keep your VCR set to record CNN NEWSROOM and *
* ask your school staff to archive summer GUIDES for you! *
****

```
***** ***** ***** ***** *     * ***** *****        June 15, 1995 (3)
**    *       *   *     * *   * *     *
 ***  *       *   ***   *  *  * *     ***
   ** *       *   *     *   * * *     *
***** ***** ***** ***** *     * ***** ***** DESK:  TAKE FLIGHT!!!
```

1. BEFORE VIEWING: Have students describe older aircraft they have seen in photographs and museums. What are the most notable changes in airplane design and performance?

2. AFTER VIEWING: What is "Computational Fluid Dynamics" and why is it needed? Describe the ways wind tunnels were used for airplane design in the past. Are they still useful? Explain.

3. Research the purposes, design/layout and different kinds of wind tunnels. Have groups
   a. find examples of wind tunnels (e.g., the one at NASA's Ames Research Center) to illustrate their features and functions;
   b. include uses of wind tunnels in addition to airplane design; and,
   c. share their findings and point out contributions wind tunnels have made in aircraft, vehicle and other designs.

4. What is the National Aero Space Plane and how fast will it fly? Explore the challenges of high-speed flight. Assign groups one of the following: transonic, supersonic or hypersonic speed. What does the term mean? What effects does it have on airplane flight? How do airplane designs accommodate these effects? Have groups explain their terms and share pictures/diagrams of relevant aircraft designs.

5. Review the 4 forces of flight: lift, drag, weight/gravity and thrust. What role does each one play in airplane flight? Have groups search resources to discover the ways airplane design can control drag and increase lift for more efficient flight. Each group should obtain one model or drawing of an aircraft and explain how the forces of lift and drag act upon it.

EXTENSION: Challenge groups to use their knowledge of the forces of flight to design new airplanes. Have groups share and explain their "blueprints" to the class.

6. Distribute copies of the HANDOUT (pg 4). Have groups
   a. research each scientist's contributions to the field of aerodynamics and record them in the space provided;
   b. choose one principle to explore in depth. Explain these using experiments, models or demonstrations.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

aviation Wilbur and Orville Wright wind tunnel
Computational Fluid Dynamics National Aero Space Plane

STUDENT HANDOUT: FOUNDERS OF FLIGHT

DIRECTIONS: Part I. The following scientists' key contributions to our understanding of aerodynamics made human flight possible. Research each scientist and record his flight-related discoveries, inventions and/or theories in the space provided.

LEONARDO DA VINCI:

SIR ISAAC NEWTON:

DANIEL BERNOULLI:

SIR GEORGE CAYLEY:

SIR OSBORNE REYNOLDS:

ERNST MACH:

SAMUEL P. LANGLEY:

Part II. Choose one of the principles you recorded above to explore more fully. Prepare an experiment/demonstration of that principle to share with your classmates.

Date: Thu, 6 Jul 1995 10:08:44 -0400

Subject: Jun 16 Classroom guide

Friday, June 16, 1995

ANCHOR DESK

All aboard for a journey on the superhighway! Turner Adventure Learning is heading out to New Mexico 9/27-9/29. We'll visit the Los Alamos National Laboratory to probe black holes, robotics, DNA mapping and more! Call 1-800-344-6219.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Chechen gunmen wage war on Budyonnovsk.	2:45
WAR IN BOSNIA	3	The U.S., France and Great Britain agree to the deployment of a rapid reaction force.	:45
G7 SUMMIT	4	Leaders will meet in Halifax, Nova Scotia, to discuss unemployment, trade and Bosnia.	2:40
QUIZ	5	What do you call a person from Halifax?	:30
EDITOR'S DESK	6	CNN NEWSROOM recaps this week's news stories from around the U.S.	3:50
TAKING CARE OF BUSINESS	7	Michael Jackson promotes his new album in Europe with 30-foot statues of himself.	:30
TAKING CARE OF BUSINESS	8	Congress considers a bill that would deregulate the telecommunications industry.	2:35
CLOSE	9		:40

EDITOR'S NOTE: TODAY'S NEWS TERMS

Budyonnovsk, Chechnya, hostages, G7 Summit, free trade, Halifax, "moral support", deregulation, telecommunications

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: CHECHENS ATTACK RUSSIA

1. Why have Chechen gunmen taken over the Russian town of Budyonnovsk? Have students research the conflict between Russia and Chechnya to learn what has happened up to this point. Ask: Why do you think Russian troops have had little success in quelling this rebellion? Discuss.

G-7 SUMMIT: EUROPEAN CONCERNS

2. Review the video and have students list the major issues on the G-7 Summit agenda as cited by European leaders. Divide the class into three groups, each choosing an issue and conducting research to learn more. Direct each group to present a report on that issue from the European perspective.

EDITOR'S DESK/NEWSQUIZ

3. Provide groups with a copy of the NEWSQUIZ (pg 4). Challenge them to read each set of clue words, then try to determine the HOT SPOT (place of importance) these words suggest. Have groups
   a. write the name of the place as indicated, then add a few additional clue words of their own to the list;
   b. choose one HOT SPOT, write a paragraph explaining why it was "hot" this week and try to use all of the clue words in their paragraphs; and,
   c. share their results with the class.

   ANSWERS: Iran, Bosnia, Budyonnovsk, California, New Hampshire. Clue words/paragraphs will vary.

TAKING CARE OF BUSINESS: TELECOMMUNICATIONS BILL

4. Summarize the intent of the Telecommunications Competition and Deregulation Act of 1995. If this bill passes the House and is signed by the President, do you think it will benefit or hurt consumers? State your rationale.

5. Have each group choose one business of any kind and, through interviews or research, find out how many ways it is regulated by local, state and federal government. Have groups create charts illustrating their findings and present them in class. After each presentation, have the class decide if there is room for "deregulation" in each business. If so, where? Is deregulation a good idea for all businesses? Are more regulations a help or a hindrance in the free market? Discuss.

MEDIA LITERACY: MEDIA "HEROICS"

6. Distribute the HANDOUT (pg 3). Discuss "heroes" and words used often to describe them. Assist groups of students in locating news stories/articles about any three persons whom some might consider "heroes" or "heroines," and note this data on the HANDOUT. Share responses and discuss how word choices affect public perception of an individual. Ask students to describe people whom they consider "heroes" and state how that description can affect how others perceive him/her.

June 16, 1995 (3)

MEDIA LITERACY:
STUDENT HANDOUT: MEDIA "HEROICS"

DIRECTIONS: Much has been said this week about U.S. Air Force Capt. Scott O'Grady, the pilot who was shot down then rescued in Bosnia. To many, Capt. O'Grady is a hero. What do you know about him? What makes him a "hero"? On what accounts or descriptions do you base your judgment?

Search media resources for stories containing information about individuals some people might consider "heroes" or "heroines." List each one's name and adjectives or descriptive phrases you found associated with that person.

"HERO"/ "HEROINE'S" NAME	ADJECTIVES/PHRASES USED TO DESCRIBE HIM/HER IN MEDIA

Share your findings and discuss how each set of words used gives the reader/viewer a "picture" of that person.

Who might you consider a hero? Do you have any "heroes"/"heroines"?

If so, and this person is not famous, how might you describe him/her to others who do not know that person? How could your choice of words affect others' perception of your choice?

If so, and this person is famous, has the media shaped your view of this "hero/heroine"? Explain.

```
**   * ****** **       ** ***** ***** *   *  * ******   06/16/95 (4)
* *  * *      *         * *     *   * *   *  *     *
*  * * ****   *    *    * ***** *   * *   *  *    *
*   ** *       *  * * *  *      * * * * *   *  *   *
*    * ******   **   **   ***** ***** *****  * ****** HOT SPOTS
                                      *
```

DIRECTIONS: Part I. Each group of clue words below points to a HOT SPOT (place of importance and/or conflict) featured this week on CNN NEWSROOM. Write the place in the space provided. Then add a few relevant clue words of your own.

Persian Gulf nuclear power plant Russian experts	HOT SPOT:
Pres. Jacques Chirac Capt. Scott O'Grady Sarajevo Pres. Bill Clinton	HOT SPOT:
Chechen rebels hostages hospital gunmen	HOT SPOT:
fish farming white sturgeon "black gold" Caspian Sea	HOT SPOT:
nursing home picnic bipartisan sitdown presidential primaries	HOT SPOT:

Part II. Choose one HOT SPOT and write a paragraph explaining why it was "hot" this week. Try to use all the clue words in your paragraph. Share your results with your classmates.

Date: Thu, 6 Jul 1995 10:08:49 -0400

Subject: Jun 19 Classroom guide

```
******   ***     ***     *                    Monday, June 19, 1995
*       *  *    *  *    *
*       *   *   *   *   *
*       *    * *    * *
**********     ***     *** ANCHOR DESK _____________________________

*************************************************************************
* Looking for a way to discover cyberspace this fall?  Travel with *
* Turner Adventure Learning on an electronic field trip to the Los *
*  Alamos National Laboratory 9/27-9/29.  Student orientation and  *
*   teacher training make the journey easy!  Call 1-800-344-6219.  *
*************************************************************************
```

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Bosnian Serbs release their U.N. hostages.	3:25
AROUND THE WORLD	3	There has been some progress toward ending the crisis in Budyonnovsk...	:30
FUTURE DESK	4	Is it possible for art to be interactive ...and still be "art"?	2:35
NEWSDATE	5	On this date...1862...1910...	:25
MARRIAGE SERIES	6	(Part I) Marriage is an institution that spans all cultures.	3:35
DID YOU KNOW?	7	Some 3,000 troops gathered in Belgium on Sunday to reenact the Battle of Waterloo.	:25
LOST CHAPTER	8	A recently-found manuscript gives new insight into the writings of Mark Twain.	2:15
CHECK THIS OUT!	9	A new island is generating off the coast of New Zealand in the Vava'u Islands...	:25
CLOSE	10		:35

EDITOR'S NOTE: TODAY'S NEWS TERMS

Nikola Koljevic telerobotic telepresence virtual matrimony ritual social structure divorce Mark Twain manuscript novel

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

TOP STORY: HOSTAGES RELEASED

1. Summarize the events involving U.N. peacekeepers and Bosnian Serbs over the past three weeks. How was the hostage-taking "a lesson to the world community," as stated by the vice-president of the self-proclaimed Bosnian Serb Republic?
2. According to the video, the hostage crisis "has sparked a continuing reappraisal of the role of the United Nations and NATO in the Bosnian conflict...." Have students conduct research to help them evaluate the role of the international community in this war. Share findings, then have each student write an essay on the lessons the international community has learned from its involvement in the Bosnian crisis.

FUTURE DESK: INTERACTIVE ART

3. Have groups research definitions of art/aesthetics (e.g., the ideas of Aristotle, Immanuel Kant, John Ruskin) and/or develop their own definitions to record on the HANDOUT (pg 3). Next, groups should apply their definitions to artworks from a cross-section of media, including one computer or other high-tech medium. Have groups record the work's name, artist and medium, then answer the question "Is it art?" Have groups share definitions and display/explain their selections. Discuss: What effect, if any, will high-tech media have on our concept of art?

MARRIAGE SERIES (PART I) TRADITIONS

4. Have groups research three wedding customs to find out from what culture they are derived and what they symbolize. For example, what do the customs suggest marriage is or should be?
   a. Record data on the HANDOUT (pg 4).
   b. Discuss how well those ideas coincide with their own definitions of a successful marriage. Do these symbols still "ring true" for students?
   c. Record responses in the COMMENTS section of the HANDOUT.
   d. Share research and commentary with the class.

MARK TWAIN'S LOST CHAPTER

5. What is the topic of Mark Twain's "lost chapter"? According to some experts, how does this new material demonstrate Twain's stand on racial issues of his time? In contrast, why do some believe "The Adventures of Huckleberry Finn" should be removed from school required reading lists?
6. Divide students into groups and have each select and read any similar work published around the time Twain published "Huckleberry Finn" (1885). Challenge groups to prepare and present an in-depth analysis: How did the author's message mirror or contrast society and the popular thinking of his/her day? Was there any evidence of racism or stereotyping in the book? If so, how would you describe the author's attitude in reference to it? Discuss.

```
***** *   * ***** *   * *****  *****                    June 19, 1995 (3)
*     *   *   *   *   * *   *  *
***   *   *   *   *   * ****   ***
*     *   *   *   *   * *   *  *
*     *****   *   ***** *    * ***** DESK:  WHAT IS ART?
```

DIRECTIONS: Part I. Write a definition of art in the center of the table below. Critics and philosophers have argued this subject for millennia. Use one of their definitions (ideas from Aristotle, Immanuel Kant, John Ruskin, etc.) or develop your own. In the outer parts of the table, apply that definition to artworks from several different media (e.g., painting, sculpture, poetry). Based on your definition, is that work considered art? Why/Why not? Be sure to include one work from a computer or other technologically advanced medium as indicated below.

WORK/ARTIST: MEDIUM: IS IT ART?		WORK/ARTIST: MEDIUM: IS IT ART?
	WHAT IS ART?	
IS IT ART?		IS IT ART?
MEDIUM: WORK/ARTIST:		MEDIUM: COMPUTER/HIGH TECH WORK/ARTIST:

Part II. Reconsider the definition of art above. Based on the works/media to which you applied it, do you think it is too narrow? too broad? Explain. What effect, if any, do you think computer/interactive art will have on our understanding of art?

STUDENT HANDOUT: ANCIENT CUSTOMS/ MODERN MARRIAGE

DIRECTIONS: Many cultures have traditions associated with weddings/ marriage ceremonies. Often, the traditions have symbolic meanings: they suggest something about what marriage is or what is needed for a marriage to be successful. Find 3 such customs and record them below. Give the cultures from which they are derived and explain their meanings. Finally, comment on their relevance to your concept of marriage. Do you agree with their views of what marriage should be? Prepare to share your findings/ideas with the class.

CUSTOM			
CULTURE			
MEANING			
COMMENTS			

Date: Thu, 6 Jul 1995 10:08:53 -0400

Subject: Jun 20 Classroom guide

```
******   ***     ***     *                    Tuesday, June 20, 1995
*       * *     * *     *
*       *   *   *   *   *
*       *    * *    * *
**********     ***     *** ANCHOR DESK _____________________________

**********************************************************************
*  This year, back to school means the fun is just about to begin.   *
*  Join Turner Adventure Learning on six electronic field trips.     *
*  First stop:  The Los Alamos National Laboratory in New Mexico,    *
*     Sept. 27-29.  Registration is easy!  Call 1-800-344-6219.      *
**********************************************************************
```

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The 6-day hostage drama in Russia is over.	3:15
AROUND THE WORLD	3	A man once sentenced to death for his politics has been reelected president of Hungary.	:30
INTERNAT'L DESK	4	An upcoming election could determine the future of democracy in Thailand.	3:05
TAKING CARE OF BUSINESS	5	The trade war between the U.S. and Japan escalates in the "unfriendly" skies...	1:00
NEWSQUOTE	6	Lyrics from "Love and Marriage" by Sammy Cahn and James Van Heusen...	:30
MARRIAGE SERIES	7	(Part II) "Happily-ever-after" means a great deal of hard work.	4:05
LOOK AHEAD	8	ATLANTIS LAUNCH: CNN Live Coverage Friday, 5:08 p.m. ET, 2108 GMT.	:30
CLOSE	9		1:20

EDITOR'S NOTE: TODAY'S NEWS TERMS

coup	Arpad Goncz	PAIRS	Pre-Cana Conferences	PREPARE

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: RUSSIAN HOSTAGE CRISIS ENDS

1. How was the hostage crisis in Budyonnovsk finally resolved? Have students work in groups to find out, in addition to this latest crisis, what domestic and international pressures were bearing down on Russia to end the fighting in Chechnya. Have groups share their findings. Do students think this cease-fire agreement will lead to a lasting peace? Discuss.
2. What events led to the fight for Chechen independence? Have groups of students conduct research to answer this question and share their information. In a class discussion, ask students to come up with and evaluate possible reasons why Russia continues to hold onto Chechnya who says it no longer wants to be a part of Russia.
3. Ask students to respond to these questions in a class discussion: In hostage situations, how do you usually feel about the hostage-takers? How did you feel about the Chechen rebels before and during this hostage crisis? Then have students work in groups to (a) locate editorials on the Russia/Chechnya conflict, before, during and after the hostage situation and (b) share their editorials. Challenge each student to write an essay in response to this question: Whose standing in the international community was hurt more by the Russian hostage crisis, that of the Chechen rebels or that of the Russians?

MARRIAGE SERIES: (PART II) "WORKING" AT MARRIAGE

4. How are some couples trying to prepare for marriage in advance of the "big day"? What do many learn from marriage preparation courses and questionnaires? According to the video, how useful are these tools in pinpointing potential problems?
5. According to author Mike McManus, how does society act like a "centrifugal force" on married people? Generate a class discussion around this idea. Then have students work in groups to find everyday examples to support Mr. McManus' theory. Groups will want to note examples they find on television, in movies and in society in general that support the idea. Have groups share their ideas and discuss ways for the institution of marriage to survive under these conditions.
6. What are "communication skills"? Invite a family counselor or therapist to address students on ways to improve communication within their families. Have students "practice" these new skills at home and discuss their results. Discuss: How important is communication in any relationship? Do students think this skill can be successfully learned?

****
* TEACHERS: CNN NEWSROOM and the CLASSROOM GUIDE continue *
* throughout the summer! Set your VCR and ask your school's staff *
* to archive copies of the GUIDE for you so you don't miss out! *
****

```
*****  *     *  *****  **  *
  *    * *   *    *     * *
  *    *  *  *    *       *
  *    *   * *    *       *
*****  *    **    *       *
```

***** DESK: THAILAND ELECTIONS

1. BEFORE VIEWING: Generate a discussion of the qualifications needed to vote in a national election and the procedures potential candidates must follow to get on the ballot.

2. AFTER VIEWING: Ask: How would you characterize government in Thailand since 1932? Describe elements in the upcoming election that make it different from past elections.

3. Lead the class in a discussion of a "no-confidence" vote. Why is it used? What effect could its outcome have on a party in power? Ask students to name other governments that use the no-confidence vote and have volunteers search for, and report to the class about, some outstanding results of such a vote.

4. Describe some of the candidates mentioned in the video. Ask: If you were choosing a candidate to represent your community, what characteristics would he/she have? Brainstorm a list and create a profile of the ideal candidate(s) for your community. Then discuss characteristics of persons who ran for office recently in your area. Do they fit the profile? Discuss.

5. As stated in the video, "Some military officers will be on the ballot but they were asked to resign before standing for election." What objections could be raised to having a military leader hold public office? Explain. Are there any potential benefits? Examine the role military leaders have played in several forms of government.

6. What role does enfranchisement play in a democracy? Discuss the evolution of the right to vote in the U.S. and the circumstances that could cost a voter that right. How do voting rights in the U.S. compare with those in other countries?
   a. Group students and distribute a copy of the HANDOUT (pg 4) to each student.
   b. Remind the class that, within a group, no two students can choose the same countries.
   c. Have each student search for information pertaining to voting rights for each country selected.
   d. In groups, have students compare their findings and analyze the results, first by region, then overall.

   Reconvene the class and share findings. Ask: Is there a relationship between who gets to vote and the kind of government in power? Explain.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

no-confidence faction infrastructure Bangkok enfranchisement

STUDENT HANDOUT: WHO CAN VOTE?

DIRECTIONS: PART 1: Choose countries representative of different parts of the world and investigate the terms/conditions necessary to enfranchisement. No two group members should choose the same countries. Record your information in the spaces below.

COUNTRY	QUALIFICATIONS AGE / SEX	HISTORICAL HIGHLIGHTS

PART 2: Analyze voting qualifications, first among nations in the same geographic area, then overall. Discuss group results in class.

Date: Thu, 6 Jul 1995 10:09:55 -0400

Subject: Jun 21 Classroom guide

Wednesday, June 21, 1995

ANCHOR DESK

****

* Why are electronic field trips from Turner Adventure Learning the* best in distance education? Because your students become a part of each project as they interact with experts on site and each other throughout this learning experience. Call 1-800-344-6219.*

****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The U.S. Senate repeals federally-imposed speed limits for most vehicles.	2:50
HEADLINES	3	FOSTER NOMINATION FOR U.S. SURGEON GENERAL HEADS TO SENATE...USAF CAPTAIN JIM WANG IS CLEARED IN "FRIENDLY FIRE" INCIDENT...	1:30
BUSINESS DESK	4	Kenya struggles to maintain its status in the global marketplace.	3:35
TAKING CARE OF BUSINESS	5	United Airlines' 10 best customers will soon see their names on the sides of jets.	:30
QUIZ	6	What percentage of new U.S. marriages will end in divorce?.....40 percent	:30
MARRIAGE	7	(Part III in our series) Classes help parents help children through a divorce.	3:50
NEWSDATE	8	On this date...1977...1989...	:30
CLOSE	9		1:10

EDITOR'S NOTE: TODAY'S NEWS TERMS

U.S. Senate repeal speed limits state legislature safety "divorce etiquette" court-mandated compromise

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: LIFE IN THE FAST LANE?

1. Why did some members of the U.S. Senate support a repeal of speed limits, even though "everybody agrees" they have saved lives? Analyze the arguments against the repeal. What consequences do repeal opponents predict? Are these consequences inevitable? Explain.
2. Have groups search texts and other resources to understand the role of state government and "states' rights" in the U.S. What is the extent of the state legislature's power? Contrast this with the role/jurisdiction of the federal government. Groups should find examples of state and federal laws to illustrate the "boundaries" between the two governing bodies and share their findings. Discuss: In what areas do students think states are best qualified to make laws? What areas should the federal government control? Explain.
3. If Congress repeals the federal speed limit, each state must set its own. What are the current speed limits in your state/province? Should they be changed? Divide the class into groups based on whether students favor raising limits, lowering limits or maintaining current limits. Challenge groups to prepare arguments and obtain statistics to support their positions. Hold a school-wide media campaign including debates and "public hearings." Conclude with a referendum to institute or reject a new speed limit in your state.

MARRIAGE (PART III): D-I-V-O-R-C-E

4. Describe the "divorce class" featured in the video. What is its purpose? Should other states adopt it? Explain.
5. What are its emotional, social and financial costs of divorce? How widespread are its effects?
6. The relative ease/difficulty of obtaining a divorce varies widely among different cultures, religions and eras. Have groups search for "divorce customs" from their own and other cultures, including grounds for dissolving a marriage, laws and procedures. In what ways does a culture's beliefs about marriage influence its attitudes about divorce? Share findings and note significant trends and contrasts.
7. How does divorce affect a couple's children? Have groups interview (and/or solicit anonymous written responses from) students whose parents have divorced. What were some of the most difficult aspects of the divorce? How did it make them feel? Invite interviewees to share their own "do's" and "don'ts" for parents who are going through a divorce. Based on their interviews, groups should write "open letters" to divorcing parents giving the child's perspective and offering suggestions on ways to make the process easier on kids. "Publish" these through the school's social services office.

```
***** *   * ***** ***** *     * ***** ***** *****  June 21, 1995 (3)
*   * *   * **      *   * *   * *     **    **
****  *   *  ***    *   *  *  * ***    ***   ***
*   * *   *    **   *   *   * * *        **    **         KENYA'S
***** ***** ***** ***** *     * ***** ***** ***** DESK:  ECONOMY
```

1. BEFORE VIEWING: Name countries or regions of the world that you would classify as "politically unstable." If you owned a large company, would you be interested in opening a new facility in one of these places? Why/Why not?

2. AFTER VIEWING: List some of the reasons why Kenya has been considered a "serious emerging market" among global businesspeople. What political conditions are threatening investor confidence in Kenya at present?

3. Review the video with students, having them note the steps the Kenyan government had taken to promote economic growth. Then divide the class into groups. Have each group choose one of these steps to research and report on what this phrase means and how its implementation is conducive to a free market economy: (a) "liberalizing" the economy, (b) trimming a bloated bureaucracy and (c) privatizing state-owned industries.

4. Have each group of students choose one aspect of Kenya's political, social or economic profile and conduct research on that area. Challenge each group to prepare and present a multimedia presentation on the chosen subject. When all presentations are complete, generate a class discussion around this question: From a free enterprise point of view, what is the nation of Kenya doing right? wrong?

5. What is the "language" of international business? Distribute copies of the HANDOUT (pg 4) to each student. Have students cut out the international business "flashcards," research a definition for each term on each card and write that definition on the back of the card. Have students keep the cards as a reference and update them with new terms and definitions as they are exposed to more business news.

6. Direct groups of students to interview either stockbrokers or other professionals in the field of finance to determine what countries seem to attract the most international investors and why. Share findings. In a class discussion, have students list those specific aspects/characteristics that international investors find attractive.

EXTENSION: Is your community an attractive business climate for outside investment? Research and write analyses of your community for outside business investment.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

private sector Daniel arap Moi economic reforms stability

LANGUAGE OF
STUDENT HANDOUT: INTERNATIONAL BUSINESS

DIRECTIONS: Today's BUSINESS DESK contains many terms often heard in the field of international business. If you had to "translate" the language of global businesspeople, where would you begin? You could start with the flash cards below. Cut out each one, then research and write the definition for that term on the opposite side. Save these cards and add to your "collection" by adding new cards and terms of your own from other business news features.

INVESTMENT	THE WORLD BANK
PRIVATIZATION	CAPITAL
I.M.F.	DUTY
INFLATION	LABOR

Date: Thu, 6 Jul 1995 10:10:02 -0400

Subject: Jun 22 Classroom guide

Thursday, June 22, 1995

ANCHOR DESK

****

* What is black and white and read all over? The Turner Adventure *
* Learning Electronic Field Trip Resource Book. It is a compre- *
* hensive kit with curriculum-based activities for different *
* subject and grade levels. Call 1-800-344-6219! *

****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	In the U.S. Senate, the prognosis for Dr. Henry Foster's confirmation as Surgeon General is not very good.	3:40
HEADLINES	3	U.S. AND JAPAN RETURN TO TRADE NEGOTIATIONS IN GENEVA...JAPANESE RIOT POLICE STORM A HIJACKED JET AND FREE 364 CAPTIVES...	1:00
NEWSQUOTE	4	"...we all gaze at the stars." --Ennius	:30
SCIENCE DESK	5	New computer programs "open the heavens" to amateur astronomers.	3:45
NEWSDATE	6	On this date...1969...1970...1992	:30
MARRIAGE SERIES	7	(Part IV in our series) Young people talk about marriage, commitment and divorce.	3:20
CLOSE	8		1:10

EDITOR'S NOTE: TODAY'S NEWS TERMS

Dr. Henry Foster Surgeon General abortion filibuster
"red herrings" ephemeris Gutenberg "happily ever after"

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for class-room use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

TOP STORY: BATTLE OVER DR. FOSTER'S NOMINATION

1. Who is Dr. Henry Foster? Why has such a battle erupted over his confirmation by the Senate? What political undercurrents are major factors in this battle?
2. How does the Senate confirmation process work? Distribute the HANDOUT (pg 4) to groups of students. Have each group use texts and other resources to complete the "flow chart" illustrating the likely paths a nominee could encounter in his/her quest for confirmation. Challenge each group to find information about any one presidential nominee and use the chart to explain the path his/her confirmation or rejection took to the class.
3. The process of Senatorial approval of presidential appointees is just one aspect of the system of checks and balances. What are some of the others? Have students work in groups to locate specific examples of checks and balances in practical application and present their findings. Does President Clinton have any recourse if his nominee is rejected? Discuss.

SCIENCE DESK: A BACKYARD UNIVERSE

4. What are some of the difficulties in using paper charts to observe the night sky? How do computers assist the amateur astronomer in locating and understanding celestial bodies?
5. Challenge groups to create their own space almanacs. Give each student a copy of the HANDOUT (pg 3) and divide the class into groups based on the proximity of their homes.
   a. Have groups choose a central location (e.g., park, backyard) from which to make their observations.
   b. Assign group members different times staggered over a few hours of the same evening.
   c. Students should observe and chart the sky at their appointed time as directed.
   d. Groups should compile their charts, note the changes over time then post their "ephemerides" on a bulletin board.

EXTENSION: In groups research the origins, uses and different kinds of space almanacs. How were they created and used in the past? Discuss technological advances in space almanacs.

MARRIAGE (PART IV): MARRIAGE 101

6. Why are the marriage classes featured in the video aimed at high school students? What do they anticipate to be the most difficult aspects of marriage? Explain.
7. In the video, young people emphasize the importance of "telling each other what they want out of the marriage." Have students write "letters to their future spouses" explaining what they expect from the marriage then ask students to talk about the letter-writing process. How easy/difficult was it to put their expectations into words? Do they think they would be able to share what they wrote with a fiance(e) some day? Explain.

June 22, 1995 (3)

THE EPHEMERAL HEAVENS

DESK:

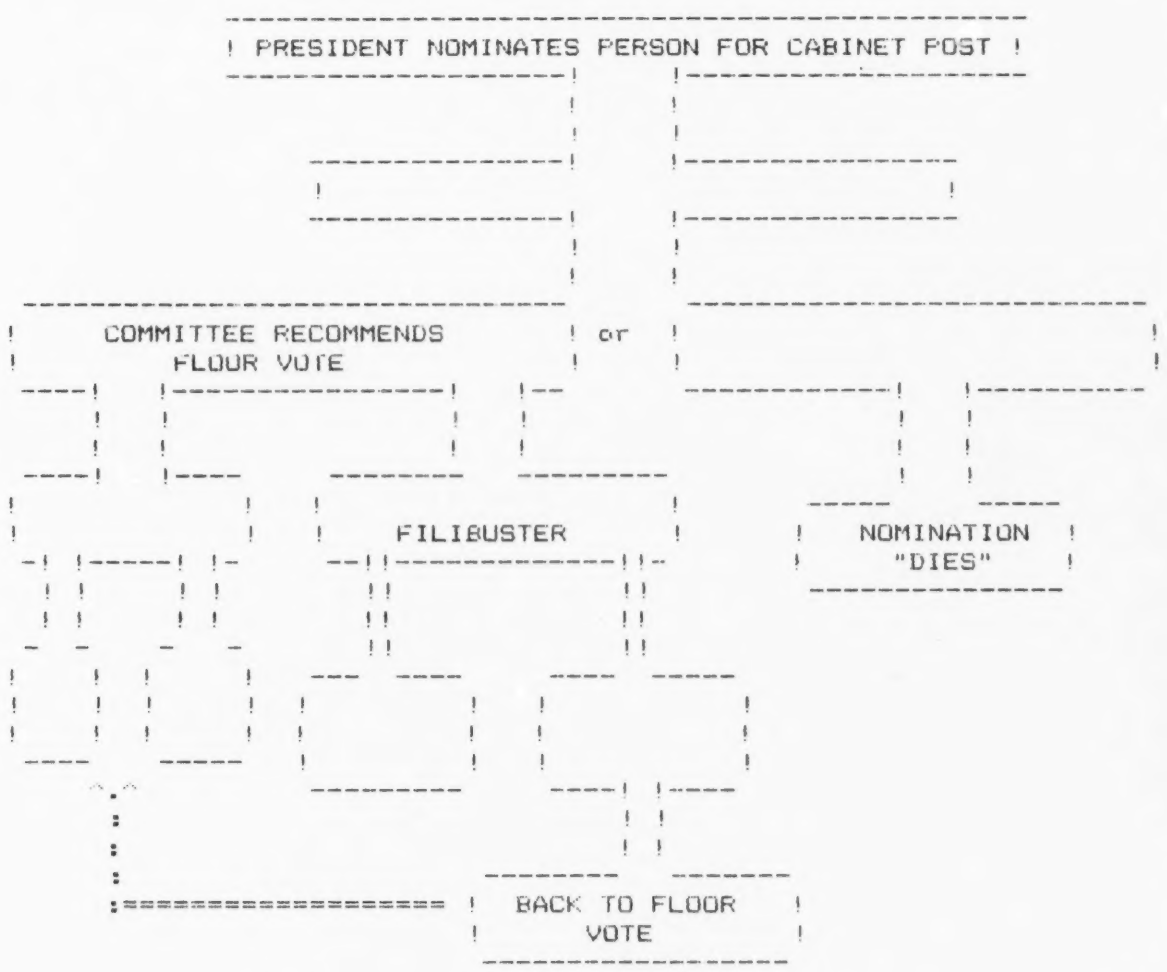
DIRECTIONS: Select a location near your home from which to chart the night sky to create a space almanac or ephemeris. Identify the 4 directions of the compass and sit or recline so your feet point south and your head points north. Using the grid below, draw the position/appearance of the moon, planets, bright stars and constellations. It may be helpful to draw a few features of the horizon (water tower, tall building/tree) to use as reference points.

LOCATION:_____ TIME CHARTED:_____

Compare your chart with other group members' work. How much change occurred over time? Compile the charts to form a partial "almanac" of celestial body positions as seen from your neighborhood.

STUDENT HANDOUT: ADVISE AND CONSENT

DIRECTIONS: The U.S. Senate, as part of the system of checks and balances in government, has the power to confirm or reject presidential appointments. Use your resources to explain how this is done by completing the "flow chart" below. Fill in the appropriate boxes to illustrate the potential paths any presidential nomination may take. Some information has already been provided to help you.



Search your sources to find the Senate confirmation/rejection "path" of any presidential nominee, then use your chart to explain to the class the process that nomination took.

Date: Thu, 6 Jul 1995 10:10:08 -0400

Subject: Jun 23 Classroom guide

```
******   ***     ***     *                    Friday, June 23, 1995
*       *  *    *  *    *
*       *   *   *   *   *
*       *    *  *    *  *
**********     ***     *** ANCHOR DESK _____________________________

*************************************************************************
*  Put away those overhead projectors and take your students on a       *
*     new kind of journey.  Electronic Field Trips from Turner          *
*  Adventure Learning are the latest in distance learning and are       *
*   designed to inspire active learning.  Call 1-800-344-6219!          *
*************************************************************************

                          DAILY NEWS BRIEFING
```

Title	#	Program Rundown	Time
OPENING	1		:40
TOP STORY	2	The U.S. Senate kills the nomination of Henry Foster for Surgeon General.	3:00
HEADLINES	3	BRITISH PRIME MINISTER JOHN MAJOR RESIGNS AS CONSERVATIVE PARTY HEAD...CALIFORNIA GOV. PETE WILSON RECONFIRMS HIS CANDIDACY...	1:00
EDITOR'S DESK	4	Hostage releases and speed limits were some of CNN NEWSROOM's top stories this week.	3:40
NEWSDATE	5	On this date...June 23, 1994...	:20
SHUTTLE ATLANTIS	6	The Atlantis mission features an historic exchange of crew at the Mir space station.	2:55
STUDENT VIDEOS	7	Enrolled schools are invited to send videos to CNN NEWSROOM. Call 1-800-344-6219.	:30
STUDENT VIDEO	8	A new Internet program puts Tokyo's American School on education's cutting edge.	2:15
CLOSE	9		:40

EDITOR'S NOTE: TODAY'S NEWS TERMS

abortion	"right to choose"	Shuttle Atlantis	Mir
weightlessness	American School	world wide web	e-mail

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: FOSTER LOSES NOMINATION BID

1. How did Senators Dole and Gramm explain the Senate's rejection of Dr. Foster for the post of Surgeon General? How did Pres. Clinton evaluate the day's events? Have each student choose one of these leaders and write a press release the leader's office may have issued in response to the Senate action. Have students share their work and discuss the "spin" each politician has taken on this event.

EDITOR'S DESK/NEWSQUIZ

2. Distribute the NEWSQUIZ (pg 4). Have students use the clues at the bottom of the pages to fill in the appropriate letters and spell the answers. ANSWERS: 1-divorce; 2-United Nations; 3-Kenya; 4 Chechnya; 5-filibuster; 6-Mark Twain; 7-Senate; 8-interactive; 9-Henry Foster; 10-Waterloo; 11-marriage. After checking answers, have students work in groups to create their own "letter games" using information from other news items.

SHUTTLE ATLANTIS: MISSION PREVIEW

3. What is historic about this mission of the Space Shuttle Atlantis? What impact will its success/failure have on future missions?
4. Have groups research the delicate docking procedure with the Mir space station. Groups should find out what the docking entails, how the crew trained for it, the equipment used and potential "trouble spots" in the process. Share information, along with photographs or diagrams, in class.

STUDENT VIDEOS

5. Arrange for a professional photographer to address the class on tips for taking photos and making videos. After the presentation, challenge student groups to apply what they have learned by taking pictures or filming different aspects of life in your community. Turn the classroom into a photography gallery for the day and have groups exhibit their still shots and present their videos.

MEDIA LITERACY: MEDIA AND THE "CYCLE OF DEMOCRACY"

6. Provide each student with a copy of the HANDOUT (pg 3). Review Tarde's "formula" and help the class brainstorm a list of agendas/proposals from recent news. Ask students to apply the formula to one of the issues. Students should record on the HANDOUT the supporters and opponents of the measure and their reasons, relevant facts and media commentary for and against the measure. Next, group students by topic and ask them to discuss the issue and share the arguments/perspectives they found. After these informed conversations, have students work independently to formulate/act on their opinions as suggested.

MEDIA LITERACY: DEMOCRACY AND MEDIA

The 19th century French social psychologist Gabriel Tarde saw democracy as a cyclical process: (1) the government proposes an idea or agenda; (2) the legislature debates it; (3) the press makes it public and nourishes informed conversation; (4) conversation generates public opinion; and, (5) public opinion leads to action to influence the government's agenda. Apply this "formula" to an issue from recent news as directed in the template below.

STEP I. Choose an agenda, bill or other government proposal featured in this week's news. Describe it and identify its sponsor:

STEP II. List supporters and opponents of the proposal along with quotes (or paraphrases) expressing the reasons for their positions:

STEP III. Search media for commentary, editorials and relevant facts/statistics on the issue. Make an effort to include both sides. Jot down important facts and arguments here:

STEP IV. Discuss the issue with classmates who chose the same topic. Note some of the arguments and perspectives they found:

STEP V. Act on your "informed opinion" by writing a letter-to-the-editor or sending a letter to your representative in Congress.

DIRECTIONS: If you have ever played "Scrabble," you have a good idea of how this week's NEWSQUIZ works. Use the clues at the bottom of this page and the letters in "CNN NEWSROOM" to help you fill in the blanks.

1. ___ ___ ___ ___ ___ C ___
2. ___ ___ ___ ___ ___ ___ N ___ ___ ___ ___ ___ ___
3. ___ ___ N ___ ___
4. ___ ___ ___ ___ ___ N ___ ___
5. ___ ___ ___ ___ ___ ___ ___ ___ E ___
6. ___ ___ ___ ___ ___ W ___ ___ ___
7. S ___ ___ ___ ___ ___
8. ___ ___ ___ ___ R ___ ___ ___ ___ ___ ___
9. ___ ___ ___ ___ ___ ___ O ___ ___ ___ ___
10. ___ ___ ___ ___ ___ ___ O ___
11. M ___ ___ ___ ___ ___ ___ ___

CLUES:

1. the legal dissolution of a marriage
2. This organization's peacekeepers were held hostage in Bosnia.
3. an African nation led by Daniel arap Moi
4. Another hostage crisis, the result of the war between Russia and _____, ended this week.
5. Senate tactic of "talking a bill to death."
6. One of his "lost manuscripts" sheds light on this author's feelings about the issue of racism.
7. legislative body that repealed 55 mph speed limit this week
8. In _____ art, the computer user is the "artist."
9. embattled Surgeon General nominee
10. battle re-enacted this week in Belgium
11. the wedded state

Date: Thu, 6 Jul 1995 10:10:13 -0400

Subject: Jun 26 Classroom guide

```
******   ***     ***     *                    Monday, June 26, 1995
*       * *    * *    *
*       *   *  *   *   *
*       *    * *    * *
**********     ***     *** ANCHOR DESK _____________________________

*************************************************************************
*   Who are you going to call for the best in distance learning?        *
* Turner Adventure Learning has all you need to help your students      *
*   to read, write and think more critically.  Teacher-developed        *
*  classroom materials make it easy!  Call 1-800-344-6219 today!        *
*************************************************************************
```

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:50
TOP STORY	2	Despite some disorganization, Haiti's parliamentary elections are peaceful.	4:10
HEADLINES	3	FIGHTING INTENSIFIES IN SARAJEVO...LAWYERS FOR TIMOTHY MCVEIGH PLAY UP HIS MILITARY CAREER...SHUTTLE LAUNCH POSTPONED....	1:30
BURGER OBIT	4	Former U.S. Supreme Court Chief Justice Warren Burger has died at age 87.	3:05
AROUND THE WORLD	5	Why is Berlin's Reichstag building wrapped in silver cloth and tied with blue rope?	:40
FUTURE DESK	6	Computer simulations train truckers to handle "hair raising" situations.	2:40
NEWSDATE	7	On this date...1945...1963...1975...	:30
LOOK AHEAD	8	Tomorrow: Turkey's turn to Islam...	:30
CLOSE	9		1:05

EDITOR'S NOTE: TODAY'S NEWS TERMS

Haiti Jean-Bertrand Aristide parliament Warren Burger
Watergate Roe v. Wade busing "semi simulator" realism

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for class-room use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

TOP STORY: ELECTIONS IN HAITI

1. What problems surfaced during Haiti's national elections this weekend? How did officials guard against fraud? Overall, how did Pres. Jean-Bertrand Aristide assess the elections?
2. Use the RESOURCE (pg 4) to provide students with a brief overview of Haiti's political history. Divide students into groups and have each research further one period in Haitian history cited in the RESOURCE. Challenge each group to present an "on-the-scene" news report from Haiti describing the events of that time period.
3. Why were international observers in Haiti? Have student groups brainstorm lists of things that "could go wrong" during Haiti's elections then share lists. In a discussion, have students offer remedies/preventive actions for each obstacle to a fair election. Does an international presence guarantee democratic elections? Does it help make the process fair? Discuss.

CHIEF JUSTICE WARREN BURGER, REMEMBERED

4. Why did the man who nominated Warren Burger to the Supreme Court "live to regret it"? How did his interpretation of the law lead to President Nixon's resignation ? For what other decisions will Justice Burger be remembered?
5. What is "judicial review"? Have students work in groups to research this concept and explain how the Supreme Court uses it to declare laws "constitutional" or "unconstitutional." Ask each group to choose one case considered by the Court when Warren Burger was a member and review the case and the High Court's decision. How did Justice Burger interpret the Constitution relative to each case? Discuss.

FUTURE DESK: TRUCK-DRIVING SIMULATIONS

6. Why is driving a truck a potentially dangerous occupation? List some of the "hair raising" driving experiences mentioned in the video. Can you think of others? Give examples.
7. Compare/contrast computer-based truck simulation with traditional training methods (books, videos, on-the-job training). What can it provide that they cannot? Do you think it will replace any of the older methods? Explain.
8. Create new applications for the simulation-training technology. Distribute copies of the HANDOUT (pg 3). Have groups
   a. choose a potentially dangerous profession or activity and design a simulation to teach it;
   b. record descriptions of training situations the trainees would "experience";
   c. draw a representative screen of what the trainee would "see" during one such situation; and,
   d. share their training simulation designs.

   Would these simulations increase safety? How? To what extent?

```
*****  *   *  *****  *   *  *****  *****
*      *   *    *    *   *  *   *  *
***    *   *    *    *   *  ****   ***
*      *   *    *    *   *  *   *  *
*      *****    *    *****  *   *  *****
```

June 26, 1995 (3)

DESK: COMPUTER SIMULATIONS

DIRECTIONS: Choose a potentially dangerous profession or activity and design a computer-based training simulation for it. Use the template below to record your ideas on the design and content of this program. Prepare to share your program with the class.

NAME OF YOUR SIMULATION PROGRAM:

WHO WOULD USE IT AND WHY:

LIST AND DESCRIBE 5 CHALLENGING SITUATIONS TRAINEES WOULD FACE:

1)

2)

3)

4)

5)

DRAW A REPRESENTATIVE "SCREEN" DEPICTING ONE OF THE TRAINING SITUATIONS LISTED ABOVE:

STUDENT RESOURCE: HAITI'S POLITICAL HISTORY

Haiti is the most densely populated nation in the Western Hemisphere. Its population is estimated at 7.5 million; 90% of Haitians are black, descended from the first slaves shipped to the Caribbean from West Africa. The country is proud to claim it was the first black republic in the world; in fact, it was the only one for about 150 years. African culture remains a strong influence in this nation today.

Haiti gained its independence from France in 1804, after years of rebellion. Its first leader, who proclaimed himself emperor, named the nation "Haiti," a native word for "mountainous." For the next century, Haitian politics were punctuated by frequent revolutions, popular unrest and government corruption.

After the assassination of the Haitian president in 1915, the U.S. invaded Haiti to restore order. U.S. troops occupied Haiti until 1934. In 1957, Francois "Papa Doc" Duvalier came into power. He changed his title to "President for Life" and began a brutal reign that would continue until his death in 1971. Thousands died under Papa Doc. His son, Jean Claude "Baby Doc" Duvalier took over when his father died. Baby Doc's regime was somewhat less repressive, but under him Haiti remained a poor, divided country.

Popular discontent boiled over after a national referendum in 1985 which was seen as a vote of "no confidence" in the Duvalier government. Baby Doc fled into exile in 1986. The Haitian military quickly filled the sudden power vacuum. Despite promises of democratic reform, civilian governments disappeared after a few months.

In 1991, the military cooperated in a new round of national elections. International observers monitored the balloting and proclaimed it remarkably free of fraud. A Catholic priest, Jean-Bertrand Aristide, was elected president.

Aristide took office in February 1991, with a pledge to overhaul the military and bring it under civilian control. Less than one year later, the military overthrew Aristide and forced him into exile. Lt. General Raoul Cedras led the coup and ruled Haiti through a series of puppet leaders. The world responded with a tough trade embargo against Haiti but the military leaders refused to abdicate.

In October 1994, after a U.S.-led military operation named "Operation Restore Democracy," Pres. Aristide returned to power.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

CNN NEWSROOM, "Haiti History," 12 Sept. 1994.

Date: Thu, 6 Jul 1995 10:10:17 -0400

Subject: Jun 27 Classroom guide

Tuesday, June 27, 1995

ANCHOR DESK

What's live, interactive and supported by the written word? Electronic Field Trips from Turner Adventure Learning. Each TAL event is a dynamic educational experience and is designed to inspire active learning. Call 1-800-344-6219.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:50
TOP STORY	2	Egypt's President Hosni Mubarak blames the Sudan for the attempt made on his life yesterday in Addis Ababa, Ethiopia.	4:45
WHERE IN THE WORLD?	3	What nation gained independence from the Ottoman Empire in 1923? Turkey	1:30
INTERNAT'L DESK	4	Islamic fundamentalism gains ground in Turkish politics.	2:50
AROUND THE WORLD	5	The United Nations celebrates its 50th anniversary.	:50
AT ISSUE	6	U.S. Supreme Court rules that public school athletes must submit to random drug tests.	3:05
CLOSE	7		1:10

EDITOR'S NOTE: TODAY'S NEWS TERMS

Hosni Mubarak	Anwar Sadat	Addis Ababa	reform
mandatory	unreasonable search	intrusive bodily search	

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for class-room use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: ATTACK ON EGYPTIAN PRESIDENT HOSNI MUBARAK

1. Who was responsible for the attempted assassination of Egyptian President Hosni Mubarak? What clue did authorities have as to the origin of the attack?
2. According to U.S. Sec'y. of State Christopher, "The enemies of peace are still at work in the Middle East." Have students find and share information about the enemies of MidEast peace. Why are these organizations opposed to a settlement between Israel and its Arab neighbors? How have they shown their disapproval in the past?
3. Have student groups identify each individual player -- past and present -- in the MidEast peace process. Groups will want to find information on people like Hosni Mubarak, Anwar Sadat, Menachem Begin, Yasir Arafat, etc. Have the class write and edit a personal and political profile of each person. Combine all profiles, with pictures if possible, into a reference book to be kept in the classroom.

EXTENSION: Generate a discussion on the personal and political sacrifices each of these individuals faced as a result of their support of an Arab-Israeli peace. In each case, what was/is the price for that decision?

AT ISSUE: STUDENT DRUG TESTS

4. How does the unique status of the student make drug testing in public schools a justifiable practice, in the majority opinion of the U.S. Supreme Court?
5. As a class, review the text of the Fourth Amendment to the U.S. Constitution and discuss students' interpretations. Then ask: In your opinion, does student drug testing constitute an "unreasonable search and seizure"? After listening to arguments on both sides, have each student write a position paper on this issue.
6. From a constitutional point of view, what are the benefits and drawbacks of your status as a student? Have groups brainstorm lists of "positives" and "negatives" of student-status. Consider both the rights/privileges denied high school/middle school students, as well as the extra protections afforded young people by law. Write group lists on the board. Ask students: Do you agree with the statement that students are "second class citizens"? Should students be granted equal rights and responsibilities with their adult counterparts? Discuss.
7. When, if ever, should an individual's civil liberties be suppressed for the general well-being of many citizens? Challenge students to offer examples that illustrate the concept that civil liberties are not absolute. (EXAMPLE: freedom of speech guarantees do not allow shouting "Fire!" in a crowded movie theater.) Ask: Do you agree with the Supreme Court in its rationale that the drug usage epidemic in schools is justification for testing all students? Discuss.

```
*****  *     *  *****  **  *                    June 27, 1995 (3)
  *    * *   *    *     *  *
  *    *  *  *    *        *
  *    *   * *    *        *
*****  *    **    *        ***** DESK:  TURKEY RETURNS TO ISLAM
```

1. BEFORE VIEWING: Locate the nation of Turkey on a world map. What does its location suggest about its cultural influences?

2. AFTER VIEWING: According to the video, why are the people of Turkey "turning for solace to Islam"? What economic problems have set the stage for a convincing win by the Islamic Fundamentalist Welfare Party?

3. One official of the Welfare Party summarizes his party's appeal in this way, "What's magic about our party is that we're saying it, we're speaking out loud, we're admitting problems. We represent honest management -- no bribes, no corruption."
   a. Have the class discuss this quote, then break into groups.
   b. Direct each group to choose a period in modern Turkish history and research the political forces and issues that governed that period.
   c. Have groups report to the class.

   If the quote cited above turns out to be an accurate representation of the Welfare Party, will Turkey be better off than it has been under previous governments? Discuss.

4. What is fundamentalism? What differentiates it from other movements within a religion? Have each group of students identify one fundamentalist movement within any world religion and research its philosophy. Have groups share their findings.

5. Discuss Islam's two divisions, Sunni and Shi'ite, then have groups find information about the different sects, e.g., Druse, Isma'ili, Ahmadiya, etc. Mark on a world map where these sects are dominant and discuss their differences/similarities. Help students create criteria to assess whether a nation's practice of Islam is predominantly fundamentalist, moderate or progressive. Distribute the HANDOUT (pg 4).
   a. Have groups research the practice of Islam in several countries, note its impact on the nation's culture and government, then assess its practice as FUNDAMENTALIST, MODERATE or PROGRESSIVE.
   b. Compare groups' assignments on their continuums and discuss discrepancies.

   What changes, if any, did students note in countries whose practice of Islam changed over the years? What prediction would they make for future government in Turkey? Explain.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

fundamentalism Kurds Islam Welfare Party parliament mosque

STUDENT HANDOUT: ISLAM IN THE WORLD

DIRECTIONS: The practice of Islam varies from country to country. Research the practice of Islam in the countries named below and in 2 others of your choosing. For each, record Islam's "signature" on its culture and government, and assess its practice as predominantly FUNDAMENTALIST, MODERATE or PROGRESSIVE, stating your rationale.

COUNTRY	IMPACT ON CULTURE, GOV'T.	FUNDAMENT./MOD./PROGRESS.
Sudan		
Pakistan		
Iran		

As a group, discuss the results of your findings, particularly your assessments of, and rationales for, each country's practice of Islam. Draw a line noting FUNDAMENTALIST at one end, PROGRESSIVE at the other. Based on your research and discussions, place each of your countries where you believe they fall along the continuum.

Date: Thu, 6 Jul 1995 10:10:23 -0400

Subject: Jun 28 Classroom Guide

Wednesday, June 28, 1995

ANCHOR DESK

Electronic Field Trips are the latest way to connect your class to the world and Turner Adventure Learning makes it easy! Our Teacher Resource Books, videotapes and computer disks insure a powerful classroom experience! Call 1-800-344-6219.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:50
TOP STORY	2	The deadline looms to avert a possible U.S.-Japan trade war.	4:10
HEADLINES	3	SOUTH KOREA HOLDS LOCAL ELECTIONS...A COUP IN QATAR...SHUTTLE ATLANTIS LIFTS OFF...	1:00
BUSINESS DESK	4	Benetton "sets up shop" in Cuba and finds that business is done differently there.	3:35
TAKING CARE OF BUSINESS	5	Philip Morris, a U.S. tobacco company, joins the fight against underage smoking.	:45
BEYOND THE GAME	6	Why is Major League Soccer having a hard time getting started in the U.S.?	2:40
LOOK AHEAD	7	TOMORROW: SCIENTIFIC "TOAST"	:30
CLOSE	8		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

Mickey Kantor Ryutaro Hashimoto sanctions protectionism
tariff WTO World Cup Major League Soccer Alan Rothenberg

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: U.S.-JAPAN TRADE CONFLICT

1. Discuss the impending trade sanctions the U.S. may impose on Japan. What does the U.S. hope to accomplish with these sanctions? What do you think must happen to avert them?
2. Have groups search their texts and other resources to learn the history of U.S.-Japan trade relations in the second half of this century. Groups should identify major sources of conflict and past negotiations/agreements and their outcomes. What, for example, are key differences in the two countries' approaches to business and trade? Have groups share their findings, using them as a springboard for class discussion. Do students note similarities/patterns in U.S.-Japanese trade conflict? What do students predict will be the outcome of current disagreements? Have students explain their rationale.
3. Distribute copies of the HANDOUT (pg 4). Divide the class into two groups: Japan and the U.S. Groups should
   a. search available resources to discover the political and economic forces pushing their assigned country toward a trade war with the other;
   b. explore the consequences of an "all out" trade war on that country's political and economic future;
   c. record their findings on the HANDOUT as indicated; and,
   d. share their results.

   Discuss: In the event of a trade war, who/what interests would benefit? Who would suffer and how?

EXTENSION: Reconfigure groups to mix those who researched Japan with those who researched the U.S., taking turns role playing "trade negotiations" for the class.

BEYOND THE GAME: SOCCER IN THE U.S.

4. Soccer is identified in the video as a potential "fifth big league sport" in the U.S. What are the other four and why are they successful? Divide the class into four groups and assign to each one a major league sport to research from a business perspective. What are the origins of the league? What are its sources of revenue? How did the sport gain popularity? Have groups present their information. Based on their research of other sports, what advice would students offer promoters of major league soccer to help it succeed in the U.S.?
5. Have groups research the favorite sport/"national pastime" of a country other than their own by
   a. obtaining data on attendance at games/matches, revenues and other indicators of their sport's popularity and by
   b. researching the tradition of the sport in that country. When did it become popular? Why? How important is it to that country's citizens and to their cultural pride and identity?

   Prepare multimedia presentations depicting the connections between the people, the culture and their favorite sport.

```
***** *   * ***** ***** *     * ***** ***** *****        06/28/95 (3)
*   * *   * **      *   * *   * *     **    **
****  *   *  ***    *   *  *  * *** *   ***   ***
*   * *   *    **   *   *   * * *       **    **          BENETTON
***** ***** ***** ***** *     * ***** ***** ***** DESK:  IN CUBA
```

1. BEFORE VIEWING: How is the economy of Cuba different from that of the U.S.? Who owns stores and factories in the U.S.? Who or what owns stores and factories in Cuba?

2. AFTER VIEWING: Why do you think some observers thought Benetton's Cuban enterprise was not a good idea? Did Cubans readily accept the idea? Explain.

3. Explain the arrangements Benetton has had to make with the Cuban government in order to operate there. How are workers paid? Why are the licensing agreement and worker pay arrangements good for the Cuban economy? Has Benetton benefited financially from its Cuban operation? Explain.

4. Divide the class into groups. Have each use media and human resources to determine the pros and cons of starting a business operation in Cuba. Groups may wish to consult local experts in the field of finance and international business to gather information. Direct groups to get as many opinions from as many different sources as possible and share them in class. Conclude with a discussion of the positives and negatives facing Benetton as it conducts business in Cuba. Based on the data gathered, do students think there are long-term benefits to starting an operation in Cuba now? Discuss.

5. What challenges face corporations who establish businesses in countries outside their countries of origin? Have each group of students investigate one major U.S. corporation that has expanded internationally. How did that organization have to rethink its marketing and operation strategies to conform to new political, social and economic circumstances? Have groups present formal reports to the class.

6. In a class discussion, have students offer business definitions of "nationalization." Discuss how and why some countries nationalize businesses and with what economic system this concept is most readily identified. Challenge students to find examples of governments that have nationalized industries and share their findings. Is this process conducive to outside investment in a country's economy? Why/Why not? Discuss.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

Benetton	expropriated	Fidel Castro	Bacardi Family	pesos
revenues	licensing	international partners		currency

STUDENT HANDOUT: U.S.-JAPAN: A TRADE WAR?

DIRECTIONS: Research the politics and economy of the U.S. or Japan to discover forces now pushing that country toward a trade war with the other. Search recent media to also find anticipated consequences of a trade war. Use the table below to record your research.

COUNTRY (Circle one): U.S. JAPAN

FORCES CONTRIBUTING TO TRADE CONFLICT	
POLITICAL	ECONOMIC
POSSIBLE CONSEQUENCES OF A FULL-SCALE TRADE WAR	
POLITICAL	ECONOMIC

1. Consider your findings above. To what extent are economics and politics separate issues? In what ways are they connected?

2. In the event of a trade war, who or what interests would stand to gain? Who would lose? Explain.

Date: Thu, 6 Jul 1995 10:10:28 -0400

Subject: Jun 29 Classroom guide

Thursday, June 29, 1995

ANCHOR DESK

****

* Destination: Discovery! This is the mission of the electronic *
* field trips from Turner Adventure Learning. Each event is a *
* series of live, interactive experiences that take students on *
* journeys across time and space. Call 1-800-344-6219 to register.*

****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The U.S. and Japan reach an eleventh-hour agreement, averting a trade war.	6:30
HEADLINES	3	SERIAL BOMB THREAT PROMPTS TOUGH SECURITY... U.S. HOUSE PASSES BAN ON FLAG-BURNING... MIR, SHUTTLE TO DOCK TODAY...	1:00
100TH MANNED FLIGHT	4	The race to space becomes a mission of global cooperation.	2:55
DID YOU KNOW?	5	...Why buttered toast always seems to land butter-side down?	:30
SCIENCE DESK	6	Dr. Jonas Salk gave the world "freedom from fear" of the polio epidemic.	2:30
CLOSE	7		:50

EDITOR'S NOTE: TODAY'S NEWS TERMS

managed trade quotas trade barrier Geneva nationalism
Alan Shepard NASA Apollo-Soyuz mission Mir polio
infantile paralysis vaccine Albert Sabin Jonas Salk

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for class-
room use with CNN NEWSROOM

Curriculum materials by
Teachable Tech, Inc.

TOP STORY: U.S./JAPAN TRADE AGREEMENT

1. Summarize the reactions by all parties to the eleventh-hour trade agreement. What kinds of trade sanctions would have been implemented had no agreement been reached? What is the purpose of these kinds of sanctions?
2. What is "managed trade"? Why do the Japanese claim that managed trade runs counter to the principles of free trade? What compromise was reached causing the Japanese to rescind their opposition to managed trade? Do you think this point of the compromise was a good idea? Why/Why not?
3. Using current media resources, have each group search the details of this latest trade agreement between the U.S. and Japan and share findings. Groups should indicate what sectors of each nation's economy will benefit from the agreement and whether there are any "losers." Does the agreement, as its proponents claim, "begin to level the playing field"? Discuss.

ONE-HUNDREDTH MANNED FLIGHT

4. Describe the difference between the space program of Alan Shepard's day from today's? What emotion "fueled" the space race? How does the latest U.S. shuttle mission usher in a new era of global space cooperation?
5. Have each group choose a time period, starting with the launch of Sputnik in 1957, and research advances in space exploration in that period. Combine efforts into a large "Space Exploration Timeline," with illustrations of spacecraft and astronauts and cosmonauts. Post the timeline in the classroom.
6. According to the video, cuts in NASA's funding is one crisis facing U.S. space exploration. Challenge students to research this issue and write letters to their elected representatives in Washington offering their opinions, rationale and possible solutions.

SCIENCE DESK: THE LEGACY OF JONAS SALK

7. Using the HANDOUT (pg 3) on categories of vaccines, have groups
   a. research how each kind of vaccine works, its advantages and disadvantages, pioneers in its discovery and examples of diseases it prevents;
   b. record their findings and share their results with the class;
   c. choose a vaccine to explore in depth: How successful has it proved to be? Is it readily available? and,
   d. evaluate and make recommendations.
8. Consult health texts and health care providers to discover who should be immunized against the diseases listed on the HANDOUT (pg 4) and at what ages/intervals. Have each group (a) choose one disease and create a public service announcement or poster explaining when and why doctors recommend immunization for that disease; and, (b) publish/broadcast their announcements in the school community.

```
***** ***** ***** ***** *     * ***** *****        June 29, 1995 (3)
**    *       *   *     * *   * *     *
 ***  *       *   ***   *  *  * *     ***
   ** *       *   *     *   * * *     *            VACCINE
***** ***** ***** ***** *     * ***** ***** DESK: CATEGORIES
```

DIRECTIONS: Research the 4 kinds of vaccines listed below. For each, record how it works, discuss any advantages/disadvantages, list pioneers in its discovery and use and give specific examples of diseases it has been used to prevent.

CATEGORY:	LIVE	KILLED	TOXOID	RECOMBINANT
HOW IT WORKS:				
ADVANTAGES OR DISAD-VANTAGES:				
PIONEERS:				
EXAMPLES				

Choose one vaccine to research and evaluate. How successful has it been in combatting its target disease? How available is it throughout the world? Make recommendations for the future of the vaccine.

STUDENT HANDOUT: AN IMMUNIZATION SCHEDULE

DIRECTIONS: Immunization is commonly available, now, against many diseases, in addition to Salk's vaccine for polio. For each disease listed below, consult health texts/health care providers to find out WHO should be immunized and WHEN (age, frequency) the vaccine should be administered.

WHO?	DISEASE:	WHEN?
	DIPHTHERIA	
	TETANUS	
	PERTUSSIS	
	MEASLES	
	MUMPS	
	RUBELLA	
	POLIO	
	HEPATITIS B	

Create a public service announcement/poster explaining when and why children are immunized for one of the diseases given above. Include information on how or where to receive the vaccine in your area. Publish/broadcast these announcements in the school community.

Date: Thu, 6 Jul 1995 10:10:22 -0400

Subject: Jun 30 Classroom Guide

Friday, June 30, 1995

ANCHOR DESK

ATTENTION TEACHERS: In observance of Independence Day in the U.S., there will be no CNN NEWSROOM and GUIDE on Monday, July 3, and Tuesday, July 4. Both CNN NEWSROOM and the GUIDE will return on Wednesday, July 5.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	A joint venture makes space history.	3:00
HEADLINES	3	HOUSE AND SENATE AGREE ON BUDGET PLAN... PRES., CONGRESS AGREE ON RESCISSION BILL...	:45
SUPREME COURT	4	The Court hands down key decisions on "racial" voting districts, school-sponsored religion and endangered species.	2:35
NEWSDATE	5	On this date...June 30, 1994...	:30
EDITOR'S DESK	6	This week, CNN NEWSROOM brought you news of a trade agreement, an attack on a world leader and historic elections.	3:30
DID YOU KNOW?	7	...Federal officials warn: 75% of fireworks injuries occur during this holiday...	:30
OUR WORLD	8	Doctors are trying to find out why teens are not visiting their physicians.	2:10
CLOSE	9		:55

EDITOR'S NOTE: TODAY'S NEWS TERMS

Robert "Hoot" Gibson Vladimir Dezhurov Anthony Kennedy subsidy endangered species private property HIV AMA infection control

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: HISTORIC SPACE DOCKING

1. After viewing today's TOP STORY, have students describe the docking process as it took place between the U.S. shuttle Atlantis and the Russian Mir space station. Ask: How would you commemorate an event of such global significance? Challenge work groups to create designs for commemorative stamps, coins or any other keepsakes. In celebration of the event, post students' work around the classroom.

SUPREME COURT DECISIONS

2. Have each of groups choose one of the cases cited in the video and conduct research to learn more about the Court's decision in that case. Have groups share their findings. As a class, search the text of the U.S. Constitution to find passages directly related to each decision. Does the Constitution clearly spell out the basis for each decision? Discuss how "majority" and "dissenting" opinions on the Court indicate different interpretations.

EDITOR'S DESK/NEWSQUIZ

3. Distribute copies of the NEWSQUIZ (pg 4). Use the questions to play an Atlantis/Mir reenactment game. Have students start at the bottom of the page (COUNTDOWN). Give them a set time to answer Question #1, then provide the correct response. Students who answer correctly should advance by drawing a line upward to IGNITION. Continue with questions, then answers. Have students draw the shuttle at the last level they achieved. How many made it to "CAPTURE" with Mir? ANSWERS: 1) Robert "Hoot" Gibson; 2) Egypt; 3) manned flight; 4) Ryucaro Hashimoto; 5) Norman Thagard; 6) parliament.

OUR WORLD: FEAR OF HIV KEEPS TEENS FROM HEALTH CARE

4. Why are teens afraid of receiving medical care? Are their fears founded? Have groups investigate and report on procedures to prevent health care workers from infecting patients and vice versa. Compared to other behaviors that may result in infection, how great is the danger of contracting HIV from routine health care?

5. Divide the class into small groups. Have group members share positive and negative experiences they have had with doctors, dentists, etc., then use these experiences to create profiles or descriptions of "excellent" health care providers, ones in whose care they would feel safe/comfortable. Share and discuss these profiles. Are they fair? Realistic? Explain.

MEDIA LITERACY: TRADE PACT PERSPECTIVES

6. Distribute the HANDOUT (pg 3). Challenge groups of students to write news statements from each of the sources listed. When finished, have groups share and compare the statements from different sources. Generate a class discussion on how both parties to a dispute often use the media to declare victory.

MEDIA LITERACY:
STUDENT HANDOUT: TRADE PACT PERSPECTIVES

DIRECTIONS: This week's Japan/U.S. trade agreement averted a possible trade war between the two nations. How might different news sources have reported the event? For each news source below, write a brief statement on the agreement from the perspective of that source.

1. FROM U.S. TRADE REPRESENTATIVE MICKEY KANTOR'S PRESS SECRETARY:

2. FROM JAPANESE TRADE MINISTER RYUTARO HASHIMOTO'S PRESS SECRETARY:

3. A PRESS RELEASE FROM THE "BIG THREE" AUTOMAKERS IN THE U.S.:

4. AN EDITORIAL IN THE COMPANY NEWSPAPER OF A JAPANESE AUTOMAKER:

5. AN AMERICAN STOCK MARKET ANALYST APPEARING ON A U.S. BUSINESS NEWS PROGRAM:

Discuss how each perspective on this story was different, then discuss their similarities. Is it possible for both sides in a dispute to claim "victory" through the media? If so, how?

```
**   * ****** **       ** ***** ***** *   *  * ******   06/30/95 (4)
* *  * *      *         * *     *   * *   *  *  *      *
*  * * ****   *    *    * ***** *   * *   *  *  *     *
*   ** *      *  * * *      * * * * *   *  *  *    *     "WE HAVE
*    * ******   **   **   ***** ***** *****  * ******   CAPTURE"
                                          *
```

DIRECTIONS: Reenact Atlantis' mission, from COUNTDOWN to CAPTURE -- docking with Mir -- by answering questions on recent news. Begin with Question #1 at the bottom of the page. For each correct answer, advance your shuttle by drawing a line up to the next level. After answering all questions, draw a shuttle at the last level you achieved. How close did you come to "mission accomplished"?

6. Elections in Haiti this week were for what government positions?

CAPTURE!

5. What is the name of the U.S. astronaut who has been aboard Mir for more than 100 days?

FINAL APPROACH

---

4. Name Japan's Trade Minister:

ON COURSE

3. The Atlantis mission marks the U.S. space program's 100th...

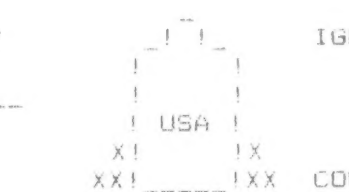
ORBIT ACHIEVED

2. The president of what Middle East country was the target of an assassination attempt this week?

LIFT OFF

---

1. Who is the commander of Atlantis and, therefore, responsible for flying the final approach to Mir?



IGNITION

COUNTDOWN